

Point of View

By Richard J. Perry

Why Do Multiculturalists Ignore Anthropologists?

WE HAVE BEEN WITNESSING a curious phenomenon over the past few years. Scholars from across the disciplinary spectrum have discovered "multiculturalism." Some have redirected their studies and have begun teaching courses on non-Western subjects. Books on Native-American creation myths have experienced a marketing boom. Faculty members steeped in Western European traditions talk excitedly over lunch tables about the "Other." Some scholars have experienced profound shifts in their personal world views after realizing that other complex "ways of seeing" exist.

Oddly enough, though, most of the scholarly discourse seems to be among new converts to multiculturalism; one would think no one had studied cultures and societies beyond the Euro-American sphere before. Yet anthropologists have been studying other cultures for the past century or so.

The very issues that engage the new multiculturalists—the concept of culture, cultural relativism, the interpretation of other systems of thought, and so on—have been central to anthropology throughout this century. Anthropologists have pondered and argued most of the questions with which the new multiculturalists now grapple at elementary levels.

In fact, anthropologists already have done a lot of the work that might help multiculturalists bring the perspectives of other cultures into their disciplines. Many anthropologists have spent years living among and studying "others." They have listened, grappled with unfamiliar languages, and, at times, undergone ego-bruising tutelage by the people whose lives and wisdom they hoped to fathom. Although these scholars may not have found all the answers, they certainly have explored and helped to refine many of the questions now being discussed. Why, then, are they ignored?

When the heads of anthropology departments throughout the United States and Canada gathered at the American Anthropological Association's annual meeting in November, we found that most of us had experienced the same thing: Colleagues in various departments had discovered multiculturalism and had begun devising programs, revising curricula, writing proposals, and holding seminars without consulting or including anthropologists. Some of us were relieved, perversely, to find that our exclusion was not some unique manifestation of campus politics at our own institutions but a more widespread phenomenon.

One explanation for our exclusion might be the reluctance to acknowledge previous inhabitants when people claim new territory. Recognizing that anthropologists have cultivated this ground for generations would imply that to develop an understanding of other cultures, non-anthropologists would have to read lots of anthropology—a daunting prospect, at best.

Ironically, it is the anthropologists who assert that they have much to offer multicultural studies who are likely to be accused of being territorial. Anthropologists do not claim cross-cultural studies as our exclusive domain; we are pleased to see colleagues in other disciplines acknowledging the value of such a perspective. But many of us are concerned that some of the new work is being done poorly.

One result of anthropological work in this century has been to help dispel the exoticism that so fascinated and titillated our predecessors. In trying to understand "others" as human beings who cope with concrete problems, often through ingenious strategies, we have come to see them as less mysterious, but more interesting, three-dimensional beings of the same human substance as ourselves. Much of the new reverence for diversity, ironically, is based on superficial glimpses that keep the other at arm's length, preserving and even heightening the sense of mystery and fundamental dif-

ference. There appears to be some danger of turning the clock back to an earlier intellectual era when it was assumed that "never the twain shall meet."

Some anthropologists have fallen victim to the "handmaidens of colonialism" cliché, which accused them of identifying too closely with colonial governments whose approval they required to do their research. Seizing on self-criticism within the discipline in the late 1960's, some scholars in other fields have taken the anthropology done a half a century ago—or some inaccurate version of it—as representative of the "state of the art." Even the critics in the 60's often ignored the extent to which earlier scholars had worked to support indigenous peoples against colonial governments that neither the scholars nor the local peoples could abolish. Since at least the 60's, most anthropologists have considered themselves answerable to the people with whom they have worked, often trying to help them and acting as their advocates.

But some people in disciplines that only recently have begun examining the world outside of Europe and North America feel justified in placing anthropology outside the category—albeit specious—of the "politically correct." Such condescension is especially ironic coming from social scientists, some of whom have long records of collaborating with governments and international agencies in promoting "development" projects to enhance third-world economies through such means

"The new multiculturalists' concept of culture is often simplistic. Despite their genuflection to the validity of other cultures, they fail to comprehend their complexity."

as cash cropping and hydro-electric projects, often to the detriment of indigenous local populations.

Anthropologists, in fact, have more often criticized than supported colonial and neo-colonial governments—which may explain why few have been hired as consultants in international-development schemes.

While some of the new multiculturalists may recognize that anthropologists have done a good deal of analysis of non-Western cultural systems, they often rely on a more visceral approach. They communicate a sense that one can bypass tedious scholarly discussions of kinship systems, economic patterns, and food-getting strategies of "others" and go straight for what it "feels like" to be one of them.

A perception seems to exist that this empathetic grasp is attainable through short, vivid descriptions and insightful anecdotes depicting slices of life in exotic locales. It is not surprising that many of the new multiculturalists are English professors, armed with the tools of deconstruction to help them venture beyond the traditional English and American literature. And it is no accident that one of the few anthropologists whose work has been welcomed into many of the new reading lists is the erudite Clifford Geertz of the Institute for Advanced Study at Princeton. He popularized the ideographic "thick description," which draws the reader into the minute fabric of life in a small community. Unfortunately, though, little of Mr. Geertz's work appears on reading lists beyond superficial samplings in palatable doses. Far more students read his "Balinese Cock Fight" article than his book *The Religion of Java*, a grander and more comprehensive tome that, with some effort, offers a deeper understanding of a non-Western intellectual tradition.

As well-meaning as the multiculturalists may be, their naïveté has unfortunate consequences. They

commonly confuse cultural relativism with moral relativism. They may assume that refraining from negative value judgments for the purpose of understanding cultural phenomena means that they must make universally positive judgments, with the implication that anything anybody does anywhere is good. Not surprisingly, many of them are troubled by this. Cultural relativism does not, however, mean that all human behavior merits approval. It only means that to understand what people do, it is more useful to ask why they do it than to decide whether or not they should.

THE NEW MULTICULTURALISTS' concept of culture is often simplistic. Most typically, despite their genuflection to the validity of other cultures, they fail to comprehend their complexity. This often shows up in assumptions that one can sample other cultures through brief encounters. For example, one proposal for a multicultural program proposed by faculty members at my institution included faculty trips of three to six weeks to India and Africa to "encounter the 'other' in a visceral way." The same proposal stated that students should be encouraged to select the "best" in both Western and non-Western cultures. The basis on which students would make this selection was not stated. The criteria were unspecified, but, presumably, they were assumed and absolute. This proposal also stated that while Western thought, drawn from the Enlightenment, emphasizes reason and rationality, non-Western thought is based on "tradition," which, by implication, is not particularly rational but sanctified through unquestioning acceptance over generations.

The ethnocentrism in these positions, although ironic, is not particularly mean-spirited and almost certainly unintentional. It is a consequence, mostly, of not having done enough homework. But that is a serious shortcoming. Such a perspective implies that while one must study a great deal to understand physics, for example, one can grasp complex and unfamiliar human phenomena through intuition and empathy. New Age thought finally has found a place in academia.

This visceral approach to cultural systems seems to draw upon a romanticism that can lead in rather frightening directions. The sense of the "timeless heritage" of "traditional peoples," albeit respectful, is just a short step from the ethnic essentialism—and related ideas of inherent cultural qualities—that took a decidedly ugly turn in Germany earlier in this century. At its worst, this romanticism tends to blur the distinction between culture and race—a distinction that anthropologists thought we had established several generations ago. Although multiculturalists would recoil from such implications, the tendency to view non-Western cultures as stable, tradition-bound, timeless entities shifts us dangerously back toward viewing the others as beings who are profoundly and inherently different from ourselves.

Most anthropologists were pleased a few years ago at our colleagues' emerging interest in cross-cultural understanding. Most of us still applaud the idea and hope that we can play a part. But many of us are taken aback by our empty dance cards. And we are appalled at the reappearance of 19th-century concepts that were superseded—or should have been—generations ago.

Let's make better use of the knowledge we've acquired so far, including the mistakes of the past. We should approach the study of cultural diversity as seriously as we would approach other fields of study, many of which are far less complex and far less important.

Richard J. Perry is professor and chair of anthropology at St. Lawrence University and author of *Western Apache Heritage: People of the Mountain Corridor* (University of Texas Press, 1991).

Quote, Unquote

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"The serious damage, as far as antiquities are concerned, is to the whole structure of society, and not so much from the war itself." An archaeologist, on damage to Iraqi antiquities: A7

"During the cold war, a mentality of secrecy at work kept the lid on most records. Now that the cold war is over, the rationale for secrecy has vanished." A scholar who wants the Energy Department to release documents on nuclear research: A6

"I'm not going to wear high heels. I'm only going to humiliate myself so much. If they hit someone you're not, then you'll be unhappy." An artist in search of a job: A12

"The message the university is sending is the elevation of race as the primary element in our lives." A student critic of Berkeley's new "American Cultures" requirement: A1

"You're learning about real things. You can look around and see it in the dorms or everywhere." A student at Berkeley: A1

"Any effort to return to what has failed will be signing the death warrant of hope for you, the youth of South Africa." South African President F. W. de Klerk, in a college speech: A35

"A major issue for the 90's is the fact that the current system for financing public higher education is not working well at all." A professor of economics: A29

"I knew very early on that business as usual in basketball was in conflict with the academic goals I had for this university." The president of UNLV: A33

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THE CHRONICLE

of Higher Education.

March 11, 1992 • \$2.75
Volume XXXVIII, Number 27

Foreign Students Said to Get Aid Preference Over U.S. Minorities

But some graduate-school officials challenge data on doctoral study

By DEBRA E. BLUM

WASHINGTON

American universities have been accused of favoring foreign graduate students over American minority students, particularly blacks, in awarding money for doctoral study.

Frank L. Morris, dean of graduate studies and research at Morgan State University, made the charge in a speech at a meeting of the Council of Graduate Schools. Citing a study he conducted, Mr. Morris said he found that in every field of doctoral and professional study—even in fields where American minority students outnumber international students—universities provided more money to the latter than they did to blacks and some other American minority-group members.

Spurred by Mr. Morris's report on his study, a group of black-college administrators has started to lobby federal legislators to deal with the issue. But other higher-education officials have criticized the report, saying that it misinterprets and overlooks some data on graduate education.

Using data from the National Research Council, Mr. Morris says he found that in 1990 universities were the primary source of doctoral support for almost 70 per cent of international doctoral students. At the same time, institutions were the primary source of support for fewer than 25 per cent of black students seeking doctorates.

Even in the field of education, where about one-half of all black Ph.D. recipients achieve their doctorates, universities were much more likely to provide substantial support to international students than to blacks, the report says. In 1990 universities were the primary source of support for 12 per cent of the black students who received doctorates in education and 28 per cent of the international students, according to the report.

Challenge From Academe

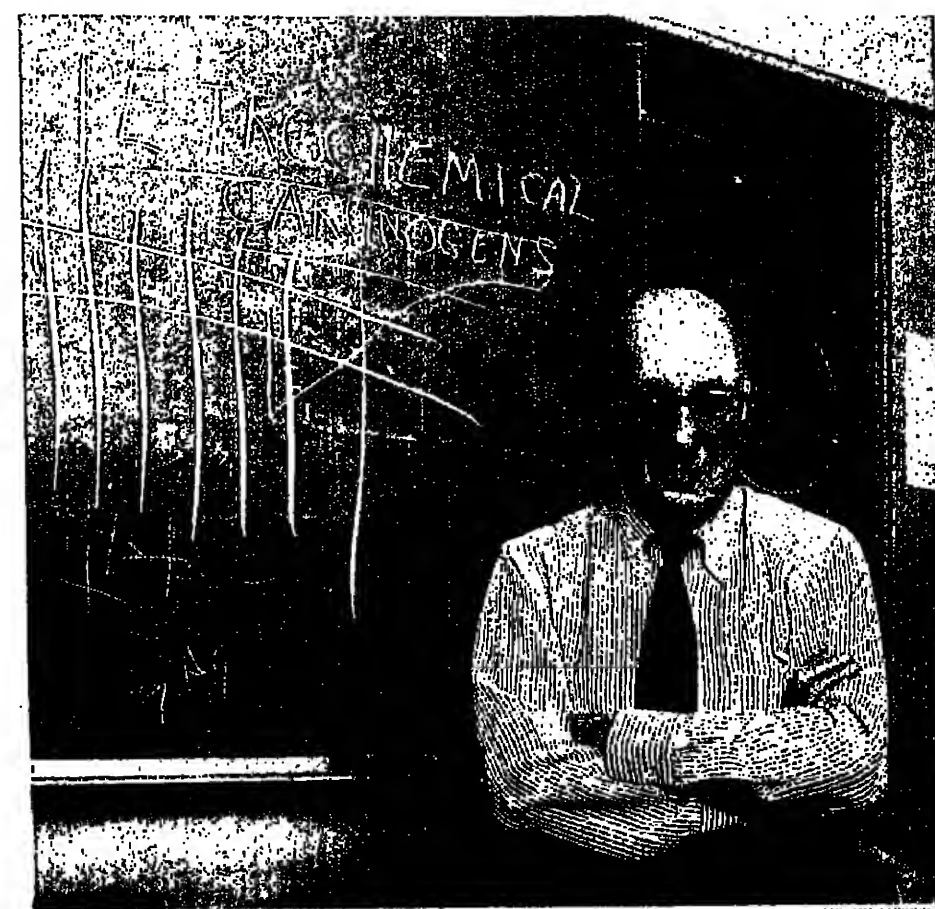
In that year, 9,398 non-U.S. citizens received doctorates in all fields at American universities, while 2,236 American members of minority groups received a Ph.D.

"We are not against our international students," Mr. Morris says. "But American universities clearly have a preference for international diversity rather than diversity from among our own internal ranks, and as long as they can easily recruit international students and there are no incentives to bring in American minorities, the disparities will continue."

The report, "American Minorities and International Students: Striking What Balance?" has been challenged by some university observers and administrators.

"I agree with his overall premise—that

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Battle Over the Future of Cancer Research

Some scientists, such as the University of Illinois's Samuel Epstein, say the government's priorities for cancer research are misplaced. Story on Page A25.

Faculty Members at Berkeley Offer Courses to Satisfy Controversial 'Diversity' Requirement

By DENISE K. MAGNER

BERKELEY, CAL.

Students in Michael Rogin's political-science course this semester are reading *The Last of the Mohicans* and *A Zora Neale Hurston Reader*. They're talking

about Puritans and New England Indian tribes in the 17th century and blacks and Jews in the early 20th century.

In between those topics, his class at the University of California at Berkeley deals with slaves, Southern Indian tribes, and whites in the early 19th century.

Although it may not be immediately apparent, there is a common thread in the course, which is among the first designed to satisfy Berkeley's new undergraduate "American Cultures" requirement. Called "Race, Ethnicity, and the Formation of American Identities," the course examines the way these different groups interacted—sometimes peacefully, sometimes violently—at different times in America.

'An American Identity'

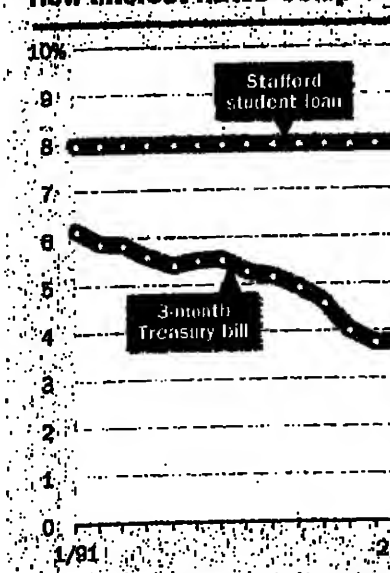
Starting this academic year, every freshman who enters Berkeley must take a course examining how American history, society, and identity have been shaped by the nation's diverse cultural make-up.

Many colleges and universities now require students to take courses related to race and ethnicity, but the architects of Berkeley's requirement say theirs is unique. It's not an ethnic-studies requirement, they insist, and it's not a mandatory course on racism or third-world cultures.

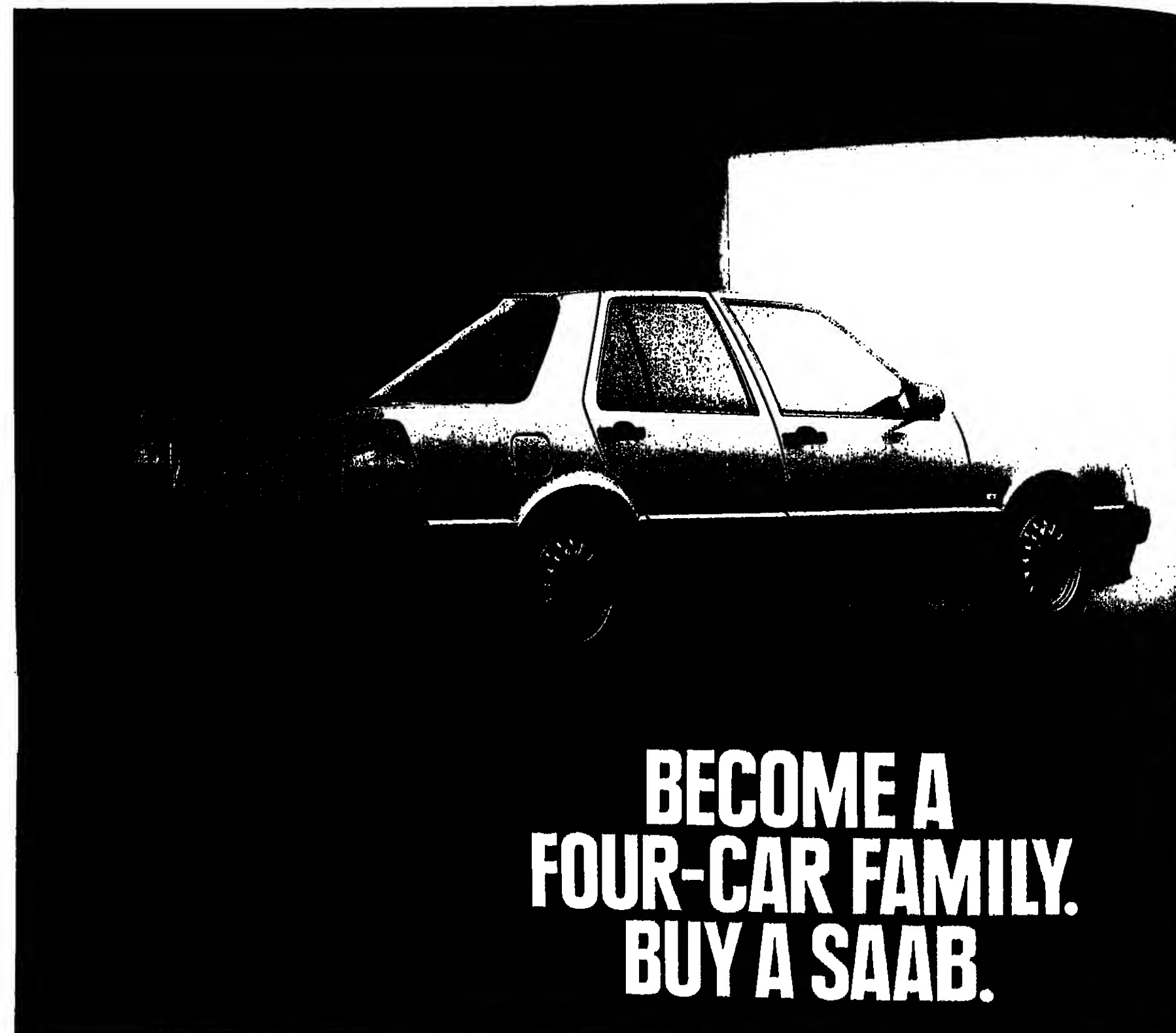
Instead, says L. Ling-chi Wang, chairman of Berkeley's ethnic-studies department, "through the American Cultures

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How Interest Rates Compare



The interest rate for the largest U.S. student-loan program has been frozen at 8 per cent, even as other rates have fallen to the lowest level in nearly 20 years. Story on Page A23.



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ors of any imported sedan.

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carrying case shown above, plus a full complement of amenities. Including leather upholstery, sunroof, air-conditioning—even heated front seats. And it's backed by one of the longest warranties in the industry: 6 years or 80,000 miles.*

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This Week in The Chronicle

March 11, 1992

Research

PROTEST OVER ENERGY DEPARTMENT RECORDS
Scholars contend that the agency has been too slow to open up historical and scientific documents related to nuclear weapons and energy: A6

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A controversial required course examines how American history, society, and identity have been shaped by the nation's diverse cultural make-up: A1

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Fans of children's literature win at U. of Minnesota: A4

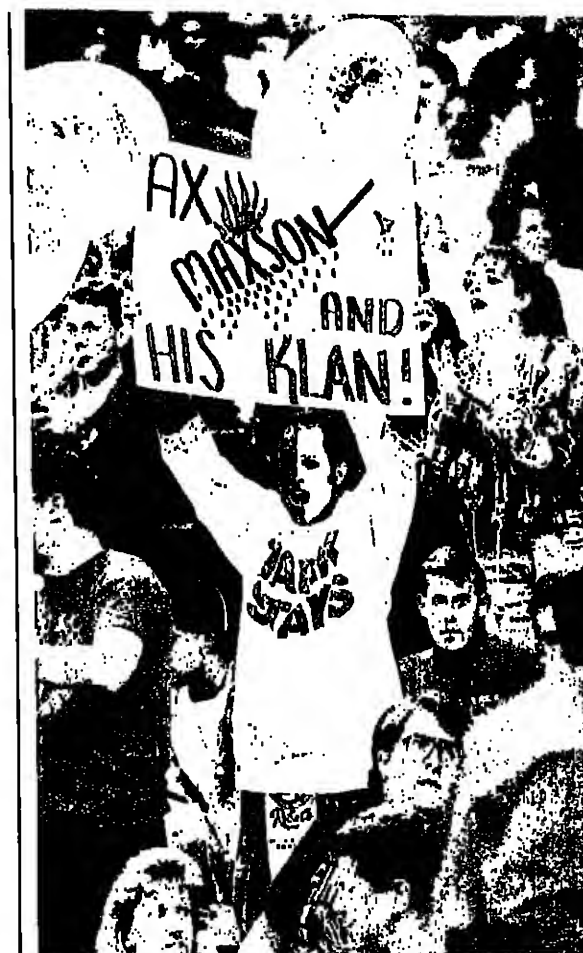
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Although interest rates for mortgages and car loans are at their lowest in years, the interest rate on Stafford Loans has been frozen at 8 per cent: A23

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Scientists are divided over whether the government should shift the focus of cancer research to examine environmental causes more closely: A25

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The university's president and its basketball coach have clashed in recent weeks in the sort of direct confrontation many people had feared for years: A33

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Its sports programs are criticized for deficits and for lowering academic standards, but praised for their "high integrity and honesty": A34

Baseball coach makes a plea against cuts: A33

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INEQUALITY CHARGED IN GRADUATE AID

American universities have been accused of favoring foreign graduate students over American minority students in awarding money for doctoral study: A1

TUITION RATES: STILL CLIMBING

Public colleges will probably post double-digit percentage increases, while private institutions will struggle to keep the rise in the single digits: A29

READING BOOKS: AN EXPENSIVE ADDITION

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College administrators fire entire staff of campus paper: A29

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U.S. FELLOWSHIPS FOR FORMER SOVIET UNION

Citizens of Russia and other former republics will come to American campuses for graduate study next fall in the first class of Benjamin Franklin Fellows: A35

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They are being asked by political and academic leaders to let their voices be heard in a referendum on efforts to dismantle apartheid: A35

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The case of a 14-year-old girl who says she was raped has pushed students to step up their campaign against laws that prohibit abortion: A35

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The government plans to close a score of independent advisory agencies as a cost-saving measure: A36

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The government will spend \$750-million over three years to create an extra 120,000 places for students in technical and vocational programs: A37

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England's universities persuaded Parliament to dilute a bill that would have given the Education Secretary power over their academic and financial affairs: A37

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Disdain for the hard work of sustaining political consensus for the National Endowment for the Arts threatens the whole enterprise. Opinion: B1

Gazette

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Deaths: A39

Calendar of coming events and deadlines: A39

MARGINALIA

Letter received by a reader at Washington and Lee University:
"Enclosed is information concerning the 78th Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers and the National Network of Law School Officers that is part of this function. . . .
"I hope this information will wet your appetite. . . .
Ours is awash."

From a notice in our "Bulletin Board" section:
"The Department of Educational Human Resource Development is seeking applications for an Assistant Professor for Distance Learning. The Department is a graduate research unit within the College of Education. The individual selected will be expected to develop a strong research program, supervise graduate students, work with eternally funded projects. . . .
They're the best kind."

Item in *Intercollegiate Press Bulletin*:

"NORTHAMPTON, MASS. (I.P.)—'Drug use is a problem (at Smith) because of alcohol. . . . according to Connie Peters, Smith's Coordinator of Health Education. . . .

"In a recent random poll of fifty students here, more than one-third did not consider alcohol a drug. Only four students did not drink alcohol on a regular basis and of those that did drink, many started drinking at age 14 or 15.

"30 percent of students polled felt that 'pot is no worse than alcohol.' Another student said that medieval studies had proved that pot actually had less of an adverse effect than alcohol."

What did they know?

From *International Notes*, a newsletter from the University of Maine System's Council on International Programs:

"A weeklong celebration in Blagoevgrad, Bulgaria accompanied the opening of the first American university in Eastern Europe. . . .

"The new university is off to a fantastic start, according to President Edward B. Lavery. 'The students are taking great interest and a sense of ownership in the university, and they are voraciously ingesting their textbooks,' he said."

When you're hungry for knowledge, you'll stop at nothing.

Banner headline across the front page of Kent State University's *Daily Kent Stater*:

KSU STILL EXCITED ABOUT TRASH
Anything's exciting when you've got the winter blahs. —C.G.

In Brief

University is blamed for killing 5,000 fish

LOGAN, UTAH—As many as 5,000 brown trout and mountain whitefish were killed here when officials from Utah State University opened a dam on the Logan River and unintentionally released large amounts of silt.

The university took the action to begin improvements on the 92-year-old dam, which it owns.

"The problem was they drew [the water] down so fast that all the banks of silt collapsed into the river," said Ron Goede, the fish pathologist for the state Division of Wildlife Resources.

Mr. Goede said the fish suffocated when the silt covered their gills.

The university and the wildlife division disagree over whether the university informed the agency of its plan to open the dam, but Mr. Goede said he did not expect the state to sue the institution. ■

Campus sculpture to use historic cobblestones

PORTLAND, ORE.—City officials here have given an artist permission to use thousands of historic cobblestones to enhance a courtyard at Portland State University.

The artist, Jerry Mayer (below), will use about 5,000 cobblestones that paved the streets of

the city a century ago. He wants to create an "interactive sculpture" called "Cobblestone" in the courtyard of a student residence hall. The artwork will consist of a pathway with cobblestones on either side. Words will be etched into the stones to provoke thought about the area's history.

The cobblestones have been preserved under a city ordinance that designates them as historic artifacts. The stones were quarried along the Columbia River. ■



JOEL DAVEN

Harvard law professor files civil-rights complaint

CAMBRIDGE, MASS.—A black law professor at Harvard University filed a discrimination complaint against the law school last week. In his complaint to the U.S. Education Department's Office for Civil Rights, Derrick Bell alleged that the law school's faculty-hiring practices "disproportionately exclude" minority candidates. He asked federal officials to investigate. About 300 students

rallied here to support Mr. Bell (above), who began an unpaid leave of absence from Harvard in 1990 and vowed to continue until the school hires a female "woman of color."



JOHN HUNTER FOR THE CHRONICLE

Police charge students with operating a bar

VERMILION, S.D.—Ten students at the University of South Dakota were arrested last month for allegedly running a bar, known as "The Jungle," in an off-campus house. An additional 126 people were arrested for underage drinking. It is unclear how many of those were students.

The 10 South Dakota students who were arrested were charged with maintaining a common nuisance, furnishing alcohol to 18- to 20-year-olds, trafficking in alcoholic beverages, and maintaining a disorderly house. Captain Bruce Plate of the city police said the house was "a 1992 version of a speakeasy." He added: "Off-campus parties have been a big problem for us ever since they changed the drinking age from 18 to 21."

Students had boarded up the windows of the house and all of the entrances except the front door, where they collected a \$4 cover charge. When city police and other local law-enforcement

officers raided the house, the videotaped the party inside.

The state Division of Revenue may investigate possible sales violations because \$10 T-shirts were sold in the house. Unidentified officials said they had little control. "Once something like this goes off the campus, we are stuck limited in what we can do," said John M. Hilpert, vice-president for university relations.

Fans of kids' literature win at U. of Minnesota

MINNEAPOLIS — A prestigious collection of children's books has been returned to its home in an ornate reading room in the University of Minnesota library after its removal sparked complaints. The books were moved in November because librarians were concerned about their safety after the university decided to use the room for evening reception. Staff members complained about the new use of the room. University administrators now say they will use the room in the evening only on rare occasions.

Corrections

■ A story from South Africa (*The Chronicle*, January 22) incorrectly stated that the Convention for a Democratic South Africa was responsible for drafting a new constitution. The organization is conducting negotiations toward a transitional government and is responsible for determining the procedure under which a new constitution for a post-apartheid South Africa is to be drafted.

■ An article about the Challenge Grant Program at the National Endowment for the Hu-

manities incorrectly stated that the Office of Challenge Grants at the agency had been eliminated (*The Chronicle*, January 22). All of the program officers in the office were moved to other offices, but the office still exists.

■ An article on a course at the University of Washington in which students learn theories of behavior change (*The Chronicle*, February 19) incorrectly said the course would be offered again next year. It will be offered this spring.

Texas professor charged for entering own office

AUSTIN, TEX. — A University of Texas professor has been charged with two misdemeanors for breaking into his own office during a financial audit of his records.

Richard J. Lagow (right), a professor of chemistry, was charged with criminal mischief and criminal trespass after he allegedly broke a window on his office door to get in.

The university had changed the locks on the door to keep him out of the auditors' way. Mr. Lagow objected to the audit because, he said, the auditors had tried to search his personal records, along with university material.

Now Mr. Lagow seals his office door with mailing labels when he leaves at night so he will know whether auditors have entered while he is away.

The dispute began last summer, when auditors for the university began what they said was a routine "spot" check. Last month they returned to follow up on the initial audit.

"Mr. Lagow had some personal files he didn't want them to see," said Charles G. Franklin,



HUNTON CHRONICLE

vice-president for business affairs. Mr. Franklin would not discuss the auditors' findings or the reason they had returned, along with state auditors, for follow-up information.

A colleague who supports Mr. Lagow entered the fray by sprinkling grimaces of a contact explosive on the floor of the office. The colleague, who was not identified, posted a warning to anyone who tried to enter.

The university called the local fire department, but no one was hurt.

Mr. Lagow could not be reached for comment. ■



BUNKY GREEN, UNIVERSITY OF NORTH FLORIDA

Animal-rights group destroys mink research

EAST LANSING, MICH. — The Animal Liberation Front, an underground animal-rights group, recently vandalized and set fire to a mink-research laboratory at Michigan State University, destroying 30 years of data and causing about \$50,000 in damage. The main target, according to People for the Ethical Treatment of Animals, which says it speaks for the underground group, was the work of Richard Aulerich

(above), a professor of animal science and director of the university's mink-research efforts. PETA accused the professor of killing "thousands of minks in painful and scientifically worthless experiments." Mr. Aulerich said his research focuses on the relationship between the disappearance of the wild mink in the Great Lakes region and their "high susceptibility" to environmental contaminants.

PORTRAIT

Jazz and Academe: From Hostility to Harmony

By DAVID L. WHEELER

In 1939 Charlie Parker had just moved to New York City and was beginning to squeeze from his saxophone the complex torrents of notes that signaled the beginnings of modern jazz. But a textbook published in the same year spent 12 pages railing against the dangers of letting music students play jazz.

That attitude continued at many university music departments well into the 1960's and early 70's. Some conservatories had warnings posted in their practice rooms that students caught playing jazz would be expelled. Jazz, teachers said, would ruin the ability of students to play "legitimate," classical music.

Members in 31 Countries

In 1968, in the midst of that hostile environment, a group of jazz players and educators formed what has become the International Association of Jazz Educators. Today the association has over 7,000 members in 31 countries. It reports that students can major in jazz at more than 120 music schools and universities in the United States.

"We believe that the organization really opened the door for the acceptance of jazz at postsecondary academic institutions," says Bill McFarlin, executive director of the association, which has its headquarters in Manhattan, Kan.

As the association approaches its 25th year, it is taking stock both of itself and of jazz education.

Started as part of a larger professional music society, the association had one shaky financial period when the director had to take out a loan to support the organization, using his unique Buick as collateral. The association didn't hold its own conference until 1973.

In the association's early days, many professional jazz players were as leery of jazz education as music professors were. After all, jazz had been born in a rebellion against traditional forms and institutions.

"There was a basic built-in suspicion that these educators knew nothing about music and just wanted to build control," says Bunky Green, the association's president and the director of jazz studies at the University of North Florida.

At the heart of many musicians' doubts about jazz education has been the question of whether improvisation, a central element in jazz, could be taught. Jazz educators have usually answered with a qualified Yes.

"I think that you can provide the tools to a student to learn how to improvise and assist them in the creative process," says Mr. McFarlin. "But there always comes a point in time when talent and personal commitment play a role."

In academe, professors have sometimes been skeptical about what jazz players call the music's "oral tradition." Jazz's songs, styles, and techniques have usually been passed on by playing and not by listening. "We are not tied down to the written note," says Lee Bash, chairman of the music department at Bellarmine College and associate editor of *Jazz Educa-*



BUNKY GREEN OF THE U. OF NORTH FLORIDA: "There was a suspicion that educators knew nothing about music and wanted to build control."

tors Journal, the association's publication.

The tension between jazz players and educators has subsided, both sides now say. Mr. Green, who has 18 recordings to his credit, says most jazz musicians are now both teachers and players. He points to others, such as the drummer Max Roach and the trumpeter Wynton Marsalis, who have shaped jazz music and have also taught extensively. Mr. Roach at the University of Massachusetts at Amherst and Mr. Marsalis in visits to grade schools, high schools, and universities.

Jazz "clinics" at colleges, in which visiting players talk to advanced students about anything from instrumental technique to composition, have become a strong interest and a source of income for many professional musicians.

"Let's face it, clinics are lucrative," says Mr. Green.

Budget Squeeze

Like other arts programs in recent years, however, college jazz has found itself in a budget squeeze. At the heart of many university jazz programs is a big band in which students play to written parts, but lead up to improvisational solos by star players. Smaller musical groups or one-on-one instruction have become difficult to justify financially.

"Five kids in a room with a teacher doesn't look very good to administrators," says Mr. Bash. "But that's where the students can really stretch out."

Other trends in music education,

however, are benefiting young jazz students. Mr. Bash says.

"We have a whole crop of young jazz musicians who are phenomenally prepared to play professionally," he says. "They know how to manage themselves and how to work quickly in a studio so they are not running up their own expenses to someone else's benefit."

Voices of Experience

The University of North Florida's Mr. Green agrees that today's younger jazz players are technically well equipped. "The only thing that might be lacking is that they just haven't lived long enough," Mr. Green says. "You're telling people with the music what you've been through. You don't think this is a C, going to an F here. You speak."

Students can hear the voices of experience at the association's annual meeting. Performers at the conference have included the Count Basie Orchestra, Chick Corea, Branford Marsalis, Clark Terry, and the late Sarah Vaughan.

About half of the organization's \$500,000 annual budget is devoted to the conference, which also spotlights top college and high-school bands.

"We pride ourselves on our venues, on elaborate sound and light packages, and on producing everything very professionally," says the association's Mr. McFarlin, who is a trumpet player and a product of the Berklee College of Music. "We want to give people an experience that will carry them through the year."

Foot-
notes

Memory—or, specifically, how we construct and use what we remember—has become a popular topic for scholars. A small but growing part of that work is the study of Holocaust memorials.

Last fall, Wayne State University Press released *Fitting Memory: The Art and Politics of Holocaust Memorials*, with text by Sybil Milton, resident historian at the U.S. Holocaust Memorial Council, and photographs by Ira Nowinski.

Next year, Yale University Press will publish *The Texture of Memory: Holocaust Memorials and Meaning in Europe, Israel, and America*, by James E. Young, an assistant professor of English and Judaic studies at the University of Massachusetts at Amherst.

Further down the road is the likely appearance of a history of the U.S. Holocaust Memorial Museum, by Edward T. Linenthal, a professor of religious studies at the University of Wisconsin at Oshkosh. Mr. Linenthal has about two more years of work to do on the study, and does not have a publisher yet.

"My sense," he says, "is that there's a tremendous interest, in the United States at least, in thinking about how we remember collectively."

The Holocaust, he adds, is an especially intriguing instance of collective memory: "The further away we get, do we appreciate its impact more profoundly and, at the same time, become less shocked?"

A biography by a historian at the University of New Mexico will be the basis of the latest Hollywood reincarnation of one of America's tried and true icons: Davy Crockett.

Paul Hutton, an associate professor at New Mexico, recently sold the movie rights to his still-unfinished book, tentatively called *Sunrise in His Pocket*, to David Zucker, a Davy Crockett buff and the producer of such Hollywood hits as *The Naked Gun* and *Ghosts*.

Mr. Hutton has a commitment from the University of Oklahoma Press to publish the book, and he hopes to finish the manuscript sometime this spring. In the meantime, he'll also be working on a screenplay for the movie.

Mr. Hutton knows nothing about writing screenplays but a lot about Davy Crockett, of whom he's written a great deal. In the public's mind, he says, Crockett is a "created image," made popular by John Wayne in the movies and Fess Parker on television. But the historical character is even more interesting. Mr. Hutton describes him as eccentric, politically liberal, and a good storyteller—"a great character for getting a handle on America in a changing time."

Sounds like a classic Kevin Costner role.

"No, he's too pretty," Mr. Hutton says, "and he doesn't have that humorous edge. Crockett was off the wall."

Mr. Hutton is pushing Robin Williams for the part.

Scholarship

Scholars Protest Agency's Handling of Historical and Scientific Papers

19 criticize restricted access to documents in Energy Dept.'s custody

By KAREN J. WINKLER

The Department of Energy's "unabated enthusiasm for withholding records" is making it difficult to answer some of the most important historical, scientific, and public-health questions about nuclear energy that have arisen over the last 50 years, a group of scholars has charged.

Adding their voices to a growing chorus of complaints about the Energy Department's handling of historical documents, 19 noted historians, political scientists, and scientists have sent a letter of protest to Energy Secretary James D. Watkins. They have been gathering more signatures since then, and are scheduled to meet with agency officials this month.

The scholars contend that the Energy Department has made it difficult to evaluate such issues as the development of nuclear weapons and commercial nuclear power, the course of cold-war diplomacy, and scientific claims ranging from the feasibility of the Strategic Defense Initiative to the safety of nuclear stockpiles.

'A Blanket Restriction'

The problem, they say, stems from provisions of the Atomic Energy Act, passed in 1946 and amended in 1954, which treat all information about nuclear weapons as classified. David Alan Rosenberg, a professor of history at Temple University, says the act "essentially allows the DOE to claim a blanket restriction on anything dealing with atomic energy."

Bryan A. Siebert, Jr., director of the Energy Department's office of classification and technology policy, says information relating to nuclear weapons is "born classified," and that specific requests for documents must be reviewed according to criteria in 800 department declassification guides.

"It is not an arbitrary system," he says. "The technical detail followed by DOE in declassification decisions is probably

among the best in the federal government."

Nevertheless, Priscilla Johnson McMillan, a fellow at Harvard University's Russian Research Center, thinks it is time for the agency to change.

"During the cold war, a mentality of secrecy at DOE kept the lid on most records," she said. "Now that the cold war is over, the rationale for secrecy has vanished."

The letter that she and other scholars sent to Secretary Watkins in November maintained that access to DOE records was

"There has been heavy abuse of classification to obscure the scientific and technical details of important policy decisions and to suppress scientific debate."

hampered by two key problems: The department lacks an overall program to declassify archival documents routinely, and it does not comply with a federal requirement that government agencies transfer custody of documents more than 30 years old to the National Archives and Records Administration.

Records Held by Private Contractors

In addition, the letter said that many Energy Department records were held by private contractors who work for the agency, and that privileged access to documents was given to historians writing the official history of the federal government's atomic-energy programs.

Such complaints about DOE records have been mounting in recent years. In the 1980's, reports by the American Institute of Physics, the National Archives and Rec-

ords Administration, and aides for the Senate Committee on Governmental Affairs all criticized the way the Energy Department managed its records.

The National Archives' report said the inadequate and poorly trained staff members were making declassification decisions that schedules and timetables for classifying records were inadequate, for older records were inappropriately excluded, and that working papers on such topics as the search for nuclear waste sites had been destroyed.

Not officials say they are trying to address some of those problems.

In a written reply to the scholars, Gen. F. Chappell, acting director of the office of information-resources management, said that timetables to declassify records were being developed and should be in place by 1996. Mr. Chappell added that a review of the agency had found "there were no historical records within the department under strict control and in many cases being retained due to frequent litigation or use in support of policy making by high level advisors." Mr. Chappell also said that the DOE had recently been transferring older records to the archives.

Secrecy 'Is Absurd'

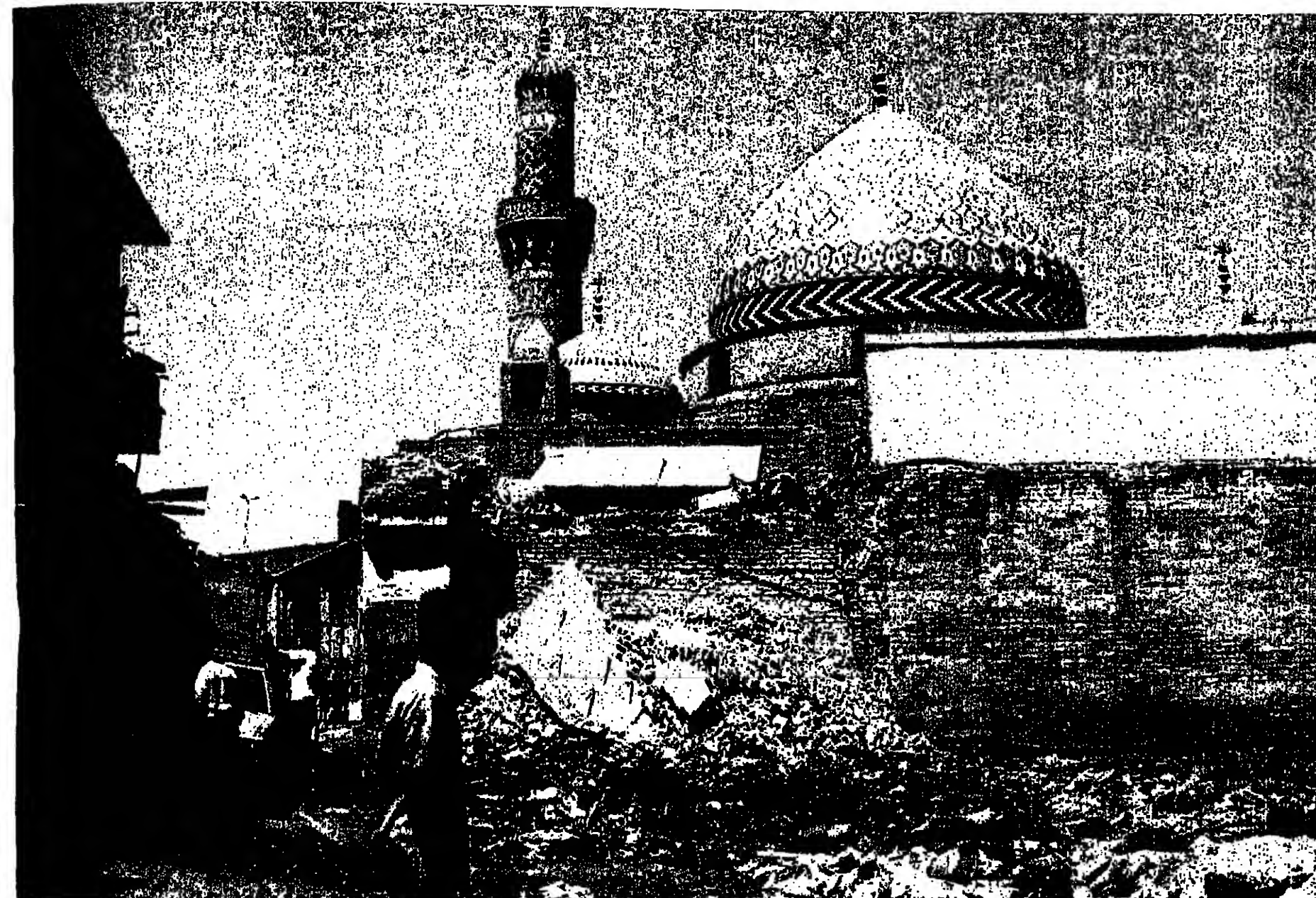
Many scholars say they have yet to see results from the agency's reforms: Many documents that could be opened to the public without compromising classified secrets are still closed, they charge. For example, while Gen. Colin L. Powell, chairman of the Joint Chiefs of Staff, recently provided details publicly to Congress about the size of the U.S. nuclear arsenal in 1990, Mr. Rosenberg says he is still unable to see documents on the size of the stockpile in 1950. "When the 1990 data is widely available, keeping the older records secret is absurd," he says.

Stanley Goldberg, an independent historian and a consultant to the Smithsonian Institution, says, "There are large questions about the development of the first atomic bomb that still cannot be answered almost 50 years later." For instance, while historians debate whether the United States used the bomb to intimidate the Russians, or to end World War II quickly, "we can't see the records that would illuminate the decision," he says.

Moreover, says Theodore A. Postel, a professor of science, technology, and national security policy at the Massachusetts Institute of Technology, "There has been heavy abuse of classification to obscure the scientific and technical details of important policy decisions and to suppress scientific debate." He says, for example, that scientists have had trouble getting data to evaluate such issues as the safety of nuclear stockpiles and the scope of clean-up efforts at nuclear-industry sites.

To some extent, the problems that scholars

Continued on Page A7



The dome of an early Islamic mosque looms above the rubble of a building in Basra, Iraq. Archaeologists say the country's continued disintegration is the most serious obstacle to the resumption of research there.

A Year After Persian Gulf War, Archaeologists Bemoan Social Upheaval in Iraq and Damage to the Country's Irreplaceable Antiquities

By ELLEN K. COUGHLIN

American archaeologists who worked in Iraq before the Persian Gulf war say the country's social and economic upheaval is a greater obstacle to the resumption of their research than any physical damage sustained by archaeological sites and antiquities during the fighting.

Based on both firsthand and secondhand reports, scholars have concluded that, while there has been some serious damage to Iraqi sites and antiquities, the graves of immediate threat to continued research there stems from conditions plaguing the country in general—including the disruption of government services, exorbitant food prices, and rampant looting of property in the countryside.

"The serious damage, as far as antiquities are concerned, is to the whole structure of society, and not so much from the war itself," said Paul Zimansky, associate professor of archaeology at Boston University.

The area of Iraq between the Tigris and Euphrates Rivers roughly corresponds to the territory of ancient Mesopotamia. Iraq is rich in ancient sites of historic importance, and, until the Gulf crisis began in

August 1990, it was a hospitable place for archaeological research. When war came in January 1991, researchers feared for the safety of Iraq's invaluable treasures and for the continuity of what had been a flourishing research enterprise.

To a certain extent, those fears have been realized, according to reports from Iraq.

The U.S. government has severely restricted travel by American citizens to Iraq, so few archaeologists have visited the country since the hostilities ended and none have returned there to work.

Return to Mashkan-shapir

Two who have gone back are Mr. Zimansky and Elizabeth C. Stone, an associate professor of anthropology at the State University of New York at Stony Brook. Ms. Stone and Mr. Zimansky, who are co-directors of an excavation at a site called Mashkan-shapir, 75 miles southeast of Baghdad, traveled to Iraq for a week in mid-January with a colleague of Ms. Stone's, Michael Viola, a physician who heads a group called Medicine for Peace.

Although they were there to help Dr. Viola bring Iraqi children to the United

States for medical treatment, Ms. Stone and Mr. Zimansky were able to inspect firsthand some archaeological sites in the country and to learn about others from officials of the Iraqi Department of Antiquities.

Other reports have come to researchers

In a country with so many other problems, the antiquities department now lacks even the vehicles and the telephone service needed to stay in touch with sites outside of Baghdad.

secondhand, McGuire Gibson, professor of archaeology at the University of Chicago's Oriental Institute, directs the excavation of Nippur, a 3,000-year-old site on the Tigris River about 60 miles southeast of Baghdad. He has not been back to Iraq, but he met with many Iraqi friends in Jordan in the last year.

In addition, Iraqi officials have reported

to UNESCO on ancient artifacts that are known to have been lost or stolen since the war.

From such reports it is possible to piece together a picture of serious, but inconsistent, physical damage to archaeological sites, museums, and artifacts. For example, researchers know that:

■ The ancient city of Ur, known for its 4,000-year-old ziggurat, a pyramid-like structure with exterior staircases leading to a shrine at the top, was hit by bombs during the war and now has four large craters on the site. The ziggurat itself has a large number of bullet holes in its sides as a result of strafing. Because of its proximity to an Iraqi air base, Ur was the site of most concern to archaeologists. During the war, the U.S. Defense Department said that Iraqi aircraft had been parked next to the ziggurat for protection.

■ Tell el-Lahm, a site near Ur dating from about 800 B.C., has deep trenches running through it, evidently dug by American troops during the ground war in Iraq. Although the site has never been excavated, it is well known to archaeologists and is assumed to contain valuable artifacts that

Continued on Following Page

Social Upheaval in Postwar Iraq Hits Archaeology

Continued From Preceding Page
were probably disturbed, if not destroyed, in the digging of the trenches.

■ The Iraqi National Museum in Baghdad, though not directly hit by allied bombs, had many of its windows and doors blown out as a result of the force of nearby explosions. Most of the smaller, more delicate objects in the museum had been packed up and put in storage for safekeeping before the war. It will be some time before officials know the degree to which such objects may have been damaged simply as a result of the jarring of the ground by the bombs.

■ In the unrest in Iraq that followed the war, the country's regional museums were extensively looted. Officials of Iraq's Department of Antiquities have submitted to UNESCO a list of some 4,000 objects known to be missing since the war. Many of them are assumed to be circulating illegally on the international antiquities market.

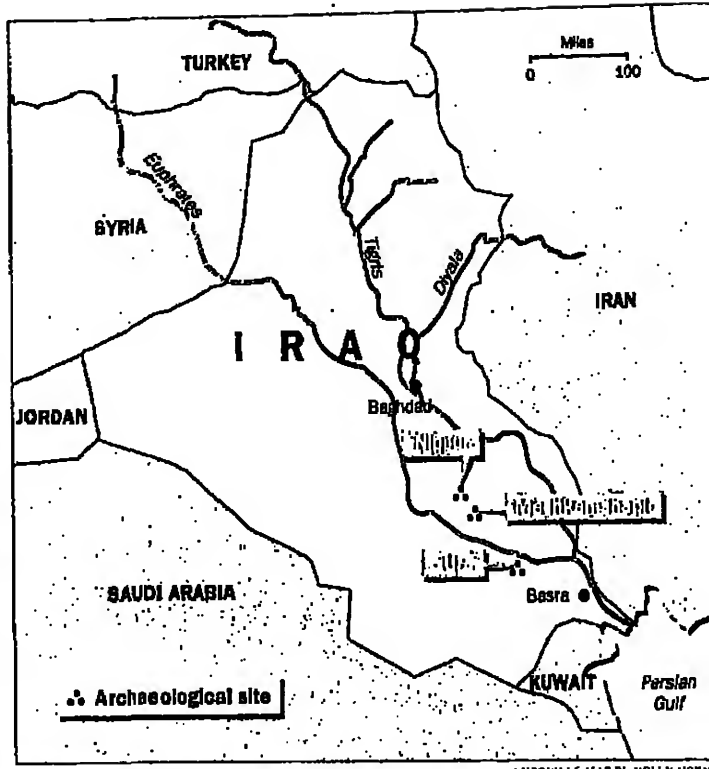
■ An early Islamic mosque in Basra, dating from about the ninth century A.D., was nearly destroyed. Its dome is still standing, but much of its valuable decorative work is gone.

Some Sites Unharmed

Other sites and the research bases attached to them—such as the one at Nippur, which is being excavated by Mr. Gibson, and that at Mashkan-shapir, being worked by Ms. Stone and Mr. Zimansky—were apparently unharmed. In addition, the status of hundreds of other sites, many inactive, is unknown to U.S. archaeologists.

Of more immediate importance than physical damage to sites and antiquities, however, is the continuing breakdown of social order in Iraq, scholars say.

The international economic em-



Map shows three of the sites whose fate archaeologists have determined since the Persian Gulf war.

bargo of Iraq has caused food prices, in particular, to soar, leading in turn to an unprecedented wave of looting and robbery in the countryside. On their trip to Iraq in

"In the long term, there's an intellectual loss, a breakdown in contacts between Iraqi, American, and European scholars."

January, Ms. Stone and Mr. Zimansky observed that Baghdadis who accompanied them in their travels around the country were fearful for their safety outside the cities.

Archaeologists say they know of the looting, or attempted looting, of some sites and the research bases attached to them, and they assume that the problem will be-

come more widespread until Iraq is more politically stable. For its part, the Iraqi Department of Antiquities is unable to protect the archaeological sites under its jurisdiction the way it used to, scholars say.

American archaeologists who have worked in the Middle East are virtually unanimous in their praise of the department's officials; Ms. Stone referred to the department as "one of the best antiquities services in the Near East." But in a country with so many other problems, scholars say, the protection of antiquities has a low priority and the department now lacks even the vehicles and the telephone service needed to stay in touch with sites outside of Baghdad.

To counteract the inflated food prices, Iraqis are beginning to farm land that was previously unused, and new irrigation projects are springing up around the country. Such projects once had to get the approval of the antiquities department, Ms. Stone said, to insure that no potentially valuable archaeological site was being disturbed. But now, because of the disruption of the department, such projects are being built unchecked, she said, and there is no way to know what may be lost.

American archaeologists with excavations in Iraq have received letters from the antiquities department inviting them back to continue their research, but they assume that, until U.S. travel restrictions and the international embargo are lifted, that will be impossible.

Lost Opportunities

For many, the interruption of research, and of training opportunities for both Iraqi and foreign scholars, is the greatest damage of all.

"In the long term, there's an intellectual loss," said Mr. Gibson of Chicago, "a breakdown in communication, in contacts between Iraqi, American, and European scholars, and a halt of an ongoing research effort which was becoming extraordinarily good."

"The entire atmosphere," he said, "all the ongoing research, has taken a real hit. The break in continuity will hurt."

First Scholarly Books to Examine Gulf War Make Their Appearance

In July 1990, Jill Crystal, an assistant professor of political science at the University of Michigan, was just completing the manuscript for a new book, a political analysis of Kuwait. Then Saddam Hussein launched his infamous invasion. Overnight, Ms. Crystal had a new research project on her hands.

It took several months of waiting to see what would happen, followed by more months of additional research, just to bring a book that hadn't yet been published up to date. *Kuwait: The Transformation of an Oil State* will be released this summer by Westview Press.

"Everybody has had their research transformed by the war," Ms. Crystal said.

The first evidence of that transformation is beginning to appear. While any number of "quickie" books and accounts by journalists have come out since shortly after the war began, the first scholarly books on the Gulf crisis have just been published or are in the works.

Since it is too early for book-length scholarly studies that were not, as Ms. Crystal's was, already under way before the war, most of the earliest books off the presses are collections of essays by groups of contributors. Among those recently published are:

■ *But Was It Just? Reflections on the Morality of the Persian Gulf War*, published by Doubleday. The book's essays were written by Jean Bethke Elshtain, a political scientist at Vanderbilt University; Stanley Hauerwas, an ethicist at Duke

University; Sari Nusseibeh, director of the Jerusalem Center for Strategic Research; Michael Walzer, a political scientist at the Institute for Advanced Study in Princeton, N.J.; and George Weigel, president of the Ethics and Public Policy Center in Washington.

■ *Islamic Fundamentalism and the Gulf Crisis*, edited by James Piscatori, who teaches in the department of international politics at the University of Wales, and published by the American Academy of Arts and Sciences. The book grew out of the Fundamentalism Project, a five-year research effort sponsored by the academy to examine the social and political im-

act of all varieties of religious fundamentalism. In the year since the Gulf war ended, the crisis has been the subject of a number of scholarly conferences called to examine its causes and impact, and some of the books due out soon come out of such meetings.

The Georgetown University Center for Contemporary Arab Studies is expected to publish this month a volume called *The Gulf Crisis: Background and Consequences*, edited by Ibrahim Ibrahim, the center's director. It is based on a conference the center sponsored last April.

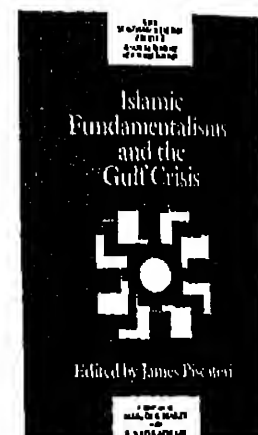
Later this year, the University of Florida Press will publish *The Middle East After the Iraqi Invasion of Kuwait*, a survey of the war's regional and global impact. The book, edited by Robert O. Freedman, director of the Center for the Study of Israel and the Contemporary Middle East at Baltimore Hebrew University, grew out of a conference there in November.

F. Gregory Gause, an assistant professor of political science at Columbia University, will draw in part on a recent conference sponsored by the Council on Foreign Relations for a book he is writing on the Gulf's Arab monarchies in the wake of the war. The council will publish Mr. Gause's study, probably sometime in 1993.

Indeed, if the war has done nothing else, it has drawn attention to the Persian Gulf region. Publishers' attention has certainly been caught. One researcher noted that two different publishers had expressed interest in putting together a book based on a panel discussion on the war at last fall's annual meeting of the Middle East Studies Association.

Some say the attention is long overdue.

"One of the things the scholarly community is happy and sad about at the same time," said Jerrold D. Green, director of the Center for Middle Eastern Studies at the University of Arizona, "is that there is now interest in the Gulf because of the war. There should have been interest all along. This is the story of our lives as Middle East scholars."



Scholarship

Scholars Protest Energy Dept.'s 'Enthusiasm for Withholding Records'

Continued From Page A6

ars face at the Energy Department are part of broader problems with access to federal records. Unlike many other countries, the United States until recently has not mandated schedules for the release of official documents, but has let individual Presidents set records policies.

When Congress passed a law last year requiring the Department of State to open all but its most sensitive records over 30 years old, "we got the beginning of a corrective to the closed policy and secrecy about records that evolved during the Reagan-Bush years," says Page Putnam Miller, director of the National Coordinating Committee for the Promotion of History, an alliance of history and archival groups.

'Beacons of Light'

"But the Energy Department makes State look like angels," says Ms. Miller. Her association has endorsed the call from scholars for the Department of Energy to make more of its records available.

Robert S. Norris, a senior analyst with the Natural Resources Defense Council, a public-interest group, has sought access to the records of many of the federal government's most secretive agencies, including the Pentagon and the Federal Bureau of Investigation. "They are beacons of light compared to the DOE," he says.

Mr. Goldberg says that access to Energy's records is also inhibited because "some DOE historians appear to be sitting on documents for their own use."

So far, the department has published three volumes of an official history of atomic energy in the United States. Many historians praise the quality of the books, and the third volume, *Atoms for Peace and War, 1953-1961*, won a prize in 1990 from the Organization of American Historians. But scholars add that, in contrast to procedures at many other government agencies, Energy Department documents cited in the volumes often are not opened even after official histories have been published.

Concern Over 'Dual Role'

"It's the dual role played by department officials as writers of the agency's history and keepers of its records that we object to," says Brian Balogh, a history professor at the University of Virginia.

Some scholars also criticize the department for contracting with private groups to handle the declassification process. In some cases, they say, the same groups have contracted to write official histories for the agency. Says Harvard's Ms. McMillan: "That takes the judgment about what should be declassified out of government hands and puts it into private hands."

Philip L. Cantelon, president of History Associates Inc., a Maryland company that does historical research and declassification under contract to the Energy Department, says, "I don't disagree with many of the recommendations scholars are making to have DOE declassify more and to transfer old-

er records to the National Archives, but I strongly object to the attack on official history."

Many of the documents cited in official publications have been opened to scholars, he says. When they have not been, "the problem is less a deliberate attempt to withhold material than the slow pace of government."

Mr. Siebert of the Energy Department says his agency uses outside experts with technical knowledge of nuclear issues to help declassify records because "these people are extremely scarce."

"But we do not use contractors to make the final declassification decision," he adds. Contractors

make a "preliminary review" of documents, but federal employees ultimately decide which will be declassified, he says.

DOE officials also say they are developing schedules to declassify records at field sites, such as the laboratories they sponsor, and that they plan to order all agency divisions to issue record-keeping requirements by the end of the year.

Some Scholars Are Skeptical

At the National Archives, which oversees the way federal agencies manage their documents, "we still have some concerns about DOE records," says James W. Moore, assistant archivist for the Office of

Records Administration. "DOE is doing a lot of what we have asked them to do to improve records management, but that does not mean they have turned the corner."

Some scholars are skeptical of how much the department is doing. According to Daniel Grossman, an adjunct research fellow at Harvard University's Center for Science and International Affairs, documents sent to the National Archives in the last two years represent only "a mere tidbit" of existing files.

Mr. Grossman adds that the department's claim that it needs to keep older records relevant to lit-

igation "is a red herring," adding: "Lawyers routinely research records in the archives."

While scholars wait to meet with Energy Department officials this month, Mr. Norris of the Natural Resources Defense Council says his group hopes to promote sentiment in Congress to amend the Atomic Energy Act and to ease its secrecy provisions. "It's in the early stages, but there is interest on Capitol Hill," he says.

Harvard's Ms. McMillan says that "with recent changes in the Soviet bloc, in the near future we may even be able to see more Soviet than U.S. cold-war documents."

"The outside world has changed," she adds. "When will the DOE?"

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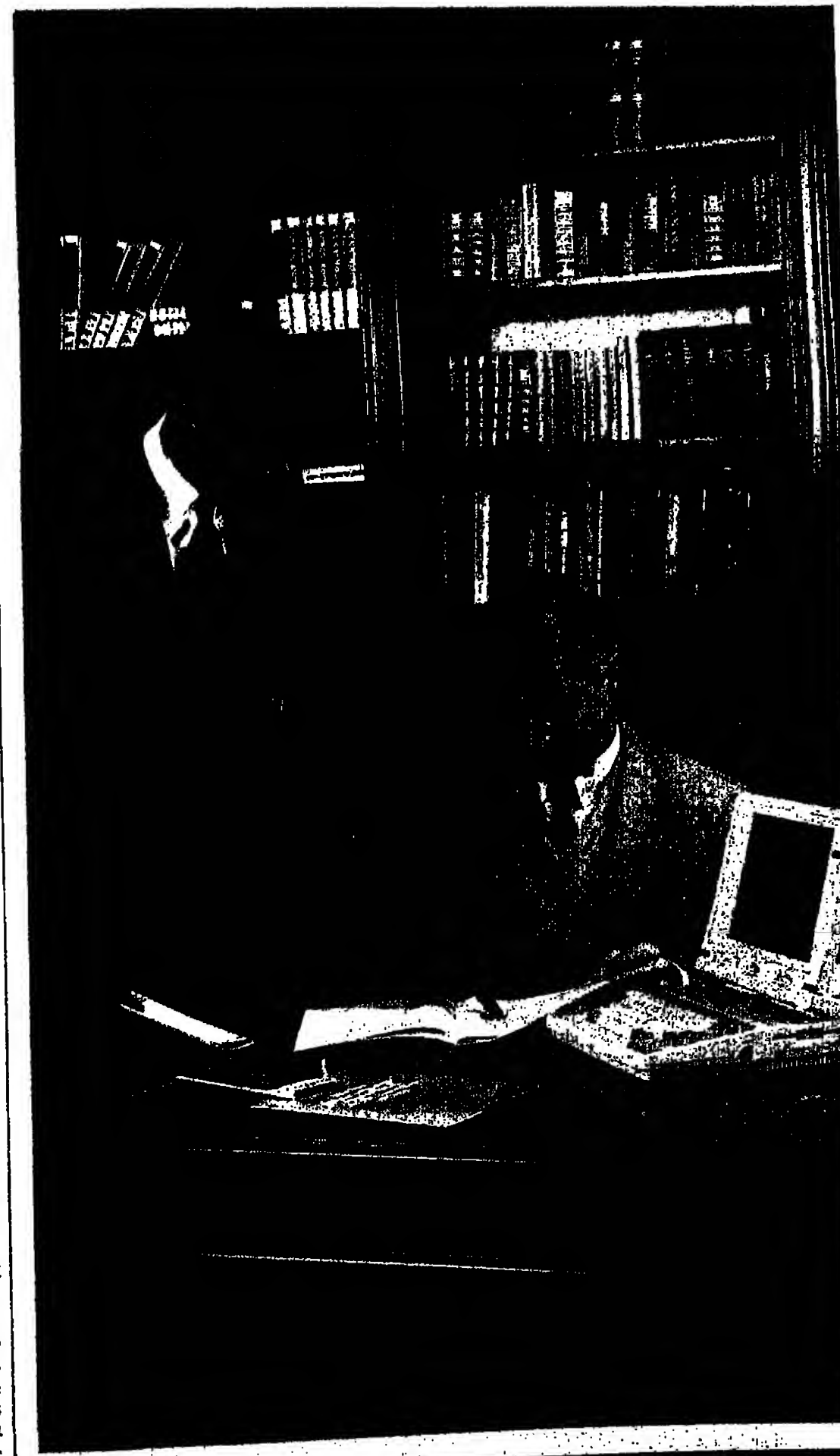
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RESEARCH NOTES

- Study finds poverty in rural America rivals that in inner cities
- 1986 law failed to simplify tax system, economist argues
- German cabaret tried to reconcile high art and popular culture

Poverty in rural America rivals—and, in some cases, exceeds—that in the inner city, calling into question the notion that the "underclass" is strictly an urban phenomenon.

That is the conclusion of William P. O'Hare, director of the Population and Policy Analysis Center at the University of Louisville, and Brenda Curry-White, a research associate there.

In a study released last week by the Population Reference Bureau, a non-profit research organization in Washington, the scholars report that nearly one-fourth of the three million members of America's underclass live in rural areas. Using data from the Census Bureau, they define the underclass as adults without a high-school diploma who receive public assistance and who are never-married mothers or, if male, are chronically unemployed.

Fifty-five per cent of the rural underclass, compared to 17 per cent of the urban underclass, is white. In the South, where 65 per cent of the rural underclass resides, the underclass rate is higher in rural than in urban areas, the scholars report.

They say that economic restruc-

turing—the decline in farming, mining, and logging—is to blame for the increase in the underclass in rural areas. —CHRIS RAYMOND

Despite promises made for it, the Tax Reform Act of 1986 did little to halt the tax system's growing complexity.

So concludes Joel Slemrod, a professor of business economics at the University of Michigan, in the winter issue of *The Journal of Economic Perspectives*.

The tax act, notes Mr. Slemrod, contained several provisions intended to reduce the complexity of keeping records and preparing tax forms, or to reduce entirely the number of people filing returns. Those included an increase in the standard personal deduction, elimination of the deduction for a second wage earner, restrictions on the deductibility of payments to individual Retirement Accounts, and an increase in the income level required for filing.

Mr. Slemrod analyzed the effect of those provisions on the direct and indirect costs of tax compliance for individual taxpayers.

He found that from 1986 to 1989,

8.8 million fewer Americans filed tax returns with itemized deductions, for a total annual savings for taxpayers and tax collectors of about \$50-million.

A sharp decline in the numbers of financial planners also suggests that fewer taxpayers engaged in complex financial transactions to avoid taxes, and indirectly suggests that the tax code lessened in complexity, says Mr. Slemrod.

However, over all, the number of people filing returns increased by more than nine million between 1986 and 1988, says Mr. Slemrod. Furthermore, the average amount of time taxpayers spent on tax matters—keeping records, studying tax regulations, and working with financial and tax professionals—rose from 21.7 hours in 1982 to 27.4 hours in 1989. The bulk of that increase was associated with increases in the number of people claiming rental income or in income from self-employment, both of which require extensive paperwork, Mr. Slemrod says. —C.R.

The German cabaret movement between the two world wars was an attempt by artists and intellectuals to join high art and popular culture, says a German-studies scholar at Concordia College in Minnesota.

Cabaret is particularly renowned in the form it took in Germany during the years of Hitler's rise to power. In the current (December) issue of *Theatre Journal*, Alan Lareau notes that historians of the Weimar Republic often depict the cabaret of that era as a radical form of protest art. Mr. Lareau argues, however, that German cabaret was not the embodiment of political opposition that scholars often make it out to be.

The German cabaret movement was founded at the beginning of the century, Mr. Lareau writes, as a way to combine elements of serious theater and music-hall entertainment. But the form was never able to escape commercial demands, he says, and more often than not tended toward lighter fare.

In the years of rampant inflation in Germany following World War I, the cabarets catered mainly to newly wealthy patrons who had made a fortune during the war, and while the songs and acts were often topical, they were not politically radical, Mr. Lareau argues. A self-styled "literary cabaret" sprang up in the 20's in response to the commercialism of the more mainstream nightclubs, but that did not attract audiences in significant numbers.

In the politically unstable final years of the Weimar Republic, the early 1930's, the cabaret movement is often said to have regained its supposed avant-garde status, Mr. Lareau notes. But he argues that only a few small troupes exhibited the kind of political and cultural rebellion that is sometimes attributed to the movement as a whole. —ELLEN K. COUGHLIN

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

AMERICAN STUDIES

The Making of Middlebrow Culture, by Joan Shelley Rubin (University of North Carolina Press; 416 pages; \$34.95 hardcover, \$14.95 paperback). Discusses the founding of the Book-of-the-Month Club, the beginning of academic and community "great books" programs, and other examples of the popularization of the humanities in 20th-century America.

ANTHROPOLOGY

Central Connections: Art and an Aboriginal System of Knowledge, by Howard Morphy (University of Chicago Press; 330 pages; \$47.50 hardcover, \$19.95 paperback). Analyzes the symbolic content of Australian aboriginal bark paintings: draws on fieldwork among the Yolngu aborigines of Northeast Arnhem Land. **Youba Rituals: Performers, Play, Agency**, by Margaret Thompson Drewal (Indiana University Press; 272 pages; \$35 hardcover, \$14.95 paperback). Explores the rituals of the Yoruba peoples of southwestern Nigeria; describes how practitioners use play and improvisation to transform ritual performance.

ART AND ARCHITECTURE

Gendered Spaces, by Daphne Spain (University of North Carolina Press; 314 pages; \$39.95 hardcover, \$14.95 paperback). Discusses physical and symbolic barriers that have segregated men from women and reinforced women's inequality in industrial and non-industrial societies. **Letters of Gustave Courbet**, edited and translated by Petra ten-Doesschate Chu (University of Chicago Press; 726 pages; \$55). Critical edition of more than 600 letters by the 19th-century French Realist painter; includes much previously untranslated and unpublished material. **Winslow Homer and the Illustrated Book**, by David Tatham (Syracuse University Press; 384 pages; \$34.95). Describes the American artist's work in book and literary-magazine illustration from the mid-1850's to the late 1880's.

CLASSICAL STUDIES

Amaltheia: "On the Pythagorean Way of Life", by John Dillon and Jackson Hershbell (Scholars Press; 283 pages; \$48.50 hardcover, \$29.95 paperback). Translation and study of a work by the Syrian-born Greek philosopher who lived from about 350 to 330.

ECONOMICS

Agriculture Trade, Protectionism, and the Problems of Development: A Legal Perspective, by Joseph A. McMahon (Dartmouth Press; 290 pages; \$49.95). Discusses legal aspects of trade policies designed to promote agriculture in developing countries.

FILM STUDIES

Representing Reality: Issues and Concepts in Documentary, by Bill Nichols (Indiana University Press; 352 pages;

\$39.95 hardcover, \$17.50 paperback). Explores issues of aesthetics, ethics, and politics in documentary film making.

HISTORY

Between Marxism and Anarchism: Social Movements and French Reformist Socialism, by K. Steven Vincent (University of California Press; 307 pages; \$30). Discusses the life and thought of a leading spokesman for French reformist socialism in the late 19th century.

The Black Abolitionist Papers, Volume 1: The United States, 1808-1868, edited by C. Peter Ripley and others (University of North Carolina Press; 464 pages; \$28). The first book in a five-volume series; documents black abolitionists' shifting attitudes toward the Lincoln Administration and the Civil War.

Columbus and the Ends of the Earth: Berope's Prophetic Rhetoric as Conquest Ideology, by Djelal Kadir (University of California Press; 270 pages; \$30). Shows how religious beliefs and language shaped European views on colonization.

Knights at Court: Courtliness, Chivalry, and Courtesy from Ottonian Germany to the Italian Renaissance, by Aldo Scaglione (University of California Press; 300 pages; \$45). Traces European court culture from the 11th to the 16th centuries. **A Measure of Wealth: The English Land in Historical Analysis**, by Donald E. Olinier (McGill-Queens University Press; distributed by University of Toronto Press; 734 pages; \$75 U.S.). Critique how previous scholars have used documents known as "land tax duplicates" in the study of such topics in English history as the decline of the small landowner and the impact of the enclosure acts.

Medieval Milogogy and the Invention of Western Romantic Love, by R. Howard Bloch (University of Chicago Press; 28 pages; \$45 hardcover, \$17.95 paperback). Draws links between anti-feminism in the early Christian era and the romantic idealization of women that emerged in the 12th and 13th centuries.

Nathaniel Hawthorne's Novels: Woman Abolitionists and the Civil War, by Wendy Hamand Venet (University Press of Virginia; 210 pages; \$25). Examines the writing activities of Harriet Beecher Stowe, Fanny Kemble, Julia Ward Howe, and other abolitionists.

The Papers of Martin Luther King, Jr., Volume One: Called to Serve, January 1929-June 1963, edited by Clayborne Carson, Ralph L. Rusk, and Penny A. Carson (University of California Press; 507 pages; \$35). The first book in a multi-volume edition of the published and unpublished papers of the civil-rights leader.

Patriots and Redeemers in Japan: Modernization in the Meiji Restoration, by George M. Wilson (University of Chicago Press; 280 pages; \$37.50 hardcover, \$14.95 paperback). Discusses patriotism and reformist ideas that spurred the movement that led to the 1868 Meiji Restoration.

Power and the Poetic: South African Voices in History, by Leroy Vail and Ladislas White (University Press of Virginia; 345 pages; \$42.50 hardcover, \$16.95 paperback). A study of the political role of poets and oral literature in the indigenous societies of southern Africa.

Samuel Brontë: The Life and Times of a Victorian, by Michael R. Marrs (University Press of New England; 551 pages; \$35). A biography of the Canadian whiskey distiller and Jewish community leader who lived from 1891 to 1971.

Sources of Western Zhou History, by Edward L. Shaughnessy (University of California Press; 357 pages; \$55). Analyzes the historiography and interpretation of inscribed bronze vessels that have served

Scholarship

as the major source of data on China's Western Zhou Dynasty (1045-771 B.C.). **Theory of Practice: Ethical Inquiry in the Renaissance**, by Nancy S. Struwer (University of Chicago Press; 246 pages; \$32.50). Discusses the practice of ethical inquiry in the work of five Renaissance figures—Machiavelli, Montaigne, Niccolò de' Cosi, Petrarch, and Lorenzo Valla.

Women's Culture: American Philanthropy and Art, 1880-1930, by Kathleen D. McCarthy (University of Chicago Press; 324 pages; \$35). Considers the role of middle- and upper-class American women in art patronage and museum development.

HISTORY OF SCIENCE

Harriet Brooks: Pioneer Nuclear Scientist, by Marlene F. Rayner-Cunha and Geoffrey W. Rayner-Cunha (McGill-Queens University Press, distributed by University of Toronto Press; 187 pages; \$29.95 U.S.). A biography of the Canadian physicist who lived from 1876 to 1933.

LITERATURE

Chaucer and the Fictions of Gender, by Elaine Tuttle Hansen (University of California Press; 310 pages; \$42.50 hardcover, \$15.95 paperback). A revisionist study of the English poet's treatment of gender identity and difference.

The Complete Twentieth-Century Language Under the Sun: A New Translation of Jules Verne's Science Fiction Classics, edited and translated by Emanuel J. Mickel (Indiana University Press; 499 pages; \$29.95). Restores passages that were deleted in earlier English versions of the 1870 French novel.

Describing Early American: Bartram, Jefferson, Crèvecoeur, and the Rhetoric of Natural History, by Pamela Regis (Northern Illinois University Press; 189 pages; \$30). Describes the use of Linnaean systems of classification and other scientific approaches in three texts on early America—William Bartram's *Travels*, Michel Crèvecoeur's *Letters from an American Farmer*, and Thomas Jefferson's *Notes on the State of Virginia*.

Dorothy Richardson, by Jean Rudford (Indiana University Press; 171 pages; \$29.95 hardcover, \$10.95 paperback). A critical study of the English novelist who lived from 1873 to 1957; considers her four-volume novel *Pilgrimage* in relation to the writings of Joyce, Woolf, and other of her contemporaries.

"El Angel Del Hogar": Galdós and the Ideology of Domesticity in Spain, by Alicia Adarza (University of North Carolina Press; 266 pages; \$30). Traces changes in the ideology of domestic life and the role of women from the Counter-Reformation to 1900, then examines the personification of the feminine ideal in the notion of the "angel of the house" in novels by Benito Pérez Galdós (1841-1920).

Hospitality Performance: Dramatic Genre and Cultural Practice in Early Modern England, by Daryl W. Palmer (Purdue University Press; 220 pages; \$28.50). Examines the practice and literary representation of hospitality in English society and drama.

Laughing Lost in the Mountains: Poems of Wang Wei, translated by Tony Barnstone, Willis Barnstone, and Xu Huijun, critical introduction by Willis Barnstone and Tony Barnstone (University Press of New England; 174 pages; \$40). Translation of works by the eighth-century Chinese poet.

The Letters of Brendan Behan, edited by E. H. Mikhail (McGill-Queens University Press, distributed by University of Toronto Press; 261 pages; \$49.95 U.S.). Includes previously unpublished letters and poems by the 20th-century Irish playwright.

The Poetics of Historical Perspective: Brecht's "Dichtungs" and the Neoclassical Tradition, by Jill Anne Kovall (University of North Carolina Press; 166 pages; \$30). A study of the Swiss scholar Johann Jakob Brecht's 1740 work.

Radical Artifice: Writing Poetry in the Age of Media, by Marjorie Perloff (University of Chicago Press; 248 pages; \$27.50). Describes today's experimental poetry as a response to the mass media's impact on postmodern culture; writers discussed include John Ashbery, John Cage, Susan Howe, and George Oppen.

The Return of Nat Turner: History, Literature, and Cultural Politics in Sixties America, by Albert E. Stone (University of Georgia Press; 482 pages; \$35). Focuses on William Styron's 1967 novel *The Confessions of Nat Turner* as a study of representations of the slave leader in American literature and historiography.

Special Delivery: Epistolary Modes in Modern Fiction, by Linda J. Kuffman (University of Chicago Press; 312 pages; \$45 hardcover, \$16.95 paperback). Shows how the epistolary form is used to re-visit the theme of love in works by Margaret Atwood, Barbara, Jacques Derrida, Doris Lessing, Nabokov, Viktor Shklovsky, and Alice Walker.

Unsettled Rites in Seventeenth-Century

English Poetry, by A. B. Chambers (University of Missouri Press; 296 pages; \$39.95). Discusses the influence of liturgy and related religious rites on the work of Donne, Herbert, Milton, Vaughan, and other 17th-century English poets.

White Collar Fictions: Class and Social Representation in American Literature, 1888-1925, by Christopher P. Wilson (University of Georgia Press; 340 pages; \$35). Examines the representation of middle-class Americans in works by such writers as Sherwood Anderson, Edna Ferber, O. Henry, and Sinclair Lewis.

PHILOSOPHY

Hellenistic Philosophy of Mind, by Julia E. Annas (University of California Press; 254 pages; \$35). Draws parallels between Stoic and Epicurean conceptions of the soul and modern approaches in the philosophy of mind.

The Origins and Nature of Language, by Giorgio Fano, translated by Susan Petrilli (Indiana University Press; 384 pages; \$57.50). Translation of a work by the Italian philosopher who died in 1963.

Quest for the Absolute: The Philosophical Vision of Joseph Maréchal, by Anthony M. Muto (Northern Illinois University Press; 173 pages; \$30). A study of the

work of the Belgian philosopher who lived from 1878 to 1944.

Tradition and Authenticity in the Search for European Wisdom, by Thomas Langan (University of Missouri Press; 236 pages; \$34.95). Discusses the role of artistic, revelational, associational, and scientific-philosophical traditions in the transmission of truths.

POLITICAL SCIENCE

Politics Against Democracy: Right-Wing Extremism in West Germany, by Richard Niess, translated by Lindsay Batson (Bera Publishers, distributed by St. Martin's Press; 288 pages; \$47.50). Explores the origins and manifestations of organized right-wing extremism since the mid-1980's.

Totalitarian Language: Orwell's Newspeak and Its Nazi and Communist Antecedents, by John Wesley Young (University Press of Virginia; 320 pages; \$36.50). Compares the fictional totalitarian language "Newspeak" in Orwell's novel *1984* with manipulations of language in Nazi Germany and the Soviet Union.

PSYCHOLOGY

A Critique of Psychoanalytic Reason: Hyp-

nosis as a Scientific Problem from Lacan to Lamm, by Leon Chertok and Isabelle Stengers, translated by Martha Nuel Evans (Stanford University Press; 356 pages; \$35). Argues that attempts to establish psychoanalysis as a science resulted in the suppression of phenomena associated with hypnosis; considers, for example, Freud's response to his recognition that suggestion, by means of the transference relationship, plays an uncontrollable role in therapy.

RELIGION

The American Encounter With Buddhism, 1844-1932: Victorian Culture and the Limits of Dissent, by Thomas A. Tweed (Indiana University Press; 272 pages; \$29.95). Focuses on how American adherents of Buddhism attempted to reconcile their new beliefs with the values of Victorian America.

The Origins of Proverbs, translated by Burton L. Visotzky (Yale University Press; 160 pages; \$28.50). Translation of rabbinical commentaries on the Book of Proverbs.

Saving the Present Age: Revivalism, Progressivism, and the Methodist Tradition in Canada, by Phyllis D. Airhart (McGill-Queens University Press, distributed by

University of Toronto Press; 228 pages; \$39.95 U.S.). Describes how turn-of-the-century changes in Methodism shaped the nature of 20th-century mainstream Protestantism in Canada.

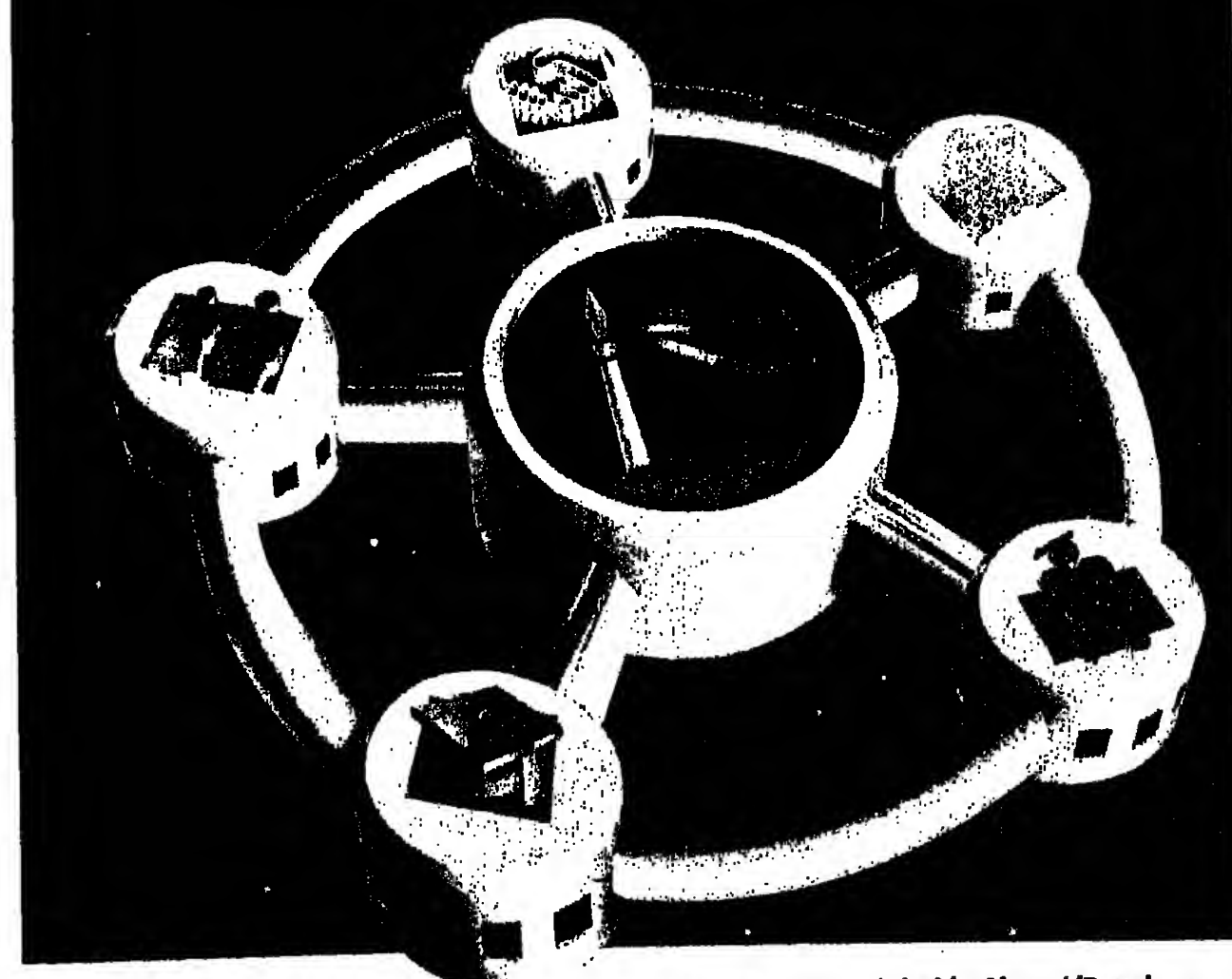
SOCIOLOGY

Cholera Against Choice: Cross-Cultural Policy Assessment in Social Development, by David M. Freeman (University Press of Colorado; 391 pages; \$39.95). Discusses the applications of sociological theory in the evaluation of proposals in the areas of technology and natural-resource policy.

Militarism, Imperialism, and Racial Accommodation: An Analysis and Interpretation of the Early Writings of Robert E. Park, by Stanford M. Lyman (University of Arkansas Press; 331 pages; \$30). Discusses early journalistic writings by the American sociologist who lived from 1864 to 1944.

The Radiant Past: Ideology and Reality in Hungary's Road to Capitalism, by Michael Burawoy and Janos Lukács (University of Chicago Press; 216 pages; \$24.95). Examines work and politics under state socialism through studies of the Hungarian steel and machine-building industries from 1983 to 1990.

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Personal & Professional

Young Artists Face Bleak Outlook for Teaching Jobs at Colleges

Established practitioners fuel fierce competition

By SCOTT HELLER

CHICAGO

Misty Ball Spinelli first searched for a college art-teaching job three years ago. Although she hadn't finished her master's degree in graphic design, she still had 23 job interviews lined up at the annual conference of the College Art Association.

Degree in hand and classroom experience under her belt, she got a rude surprise at the meeting last month: Only five colleges and universities wanted to talk. "I was shocked," she said. "There are so many more people looking for jobs."

19% Drop in Openings

According to art-association figures, 1990-91 was a bleak year for artists who want to teach. The association listed 572 academic job openings, 19 per cent fewer than the year before. The drop was the first reported by the art association in five years.

Many of the jobs listed were temporary or non-tenure track, but even so the competition was fierce. About 87 people applied for each opening, according to the association's newsletter.

The picture in art history was a bit better: 344 openings, about the same as last year, with fewer people applying for the jobs.

Like other working artists and recent art-school graduates, Ms. Spinelli did her best to make the most of a conference attended by 5,000 people, many in a similar predicament. She pounced when the association's placement officers issued updated lists of universities conducting interviews. She hovered by the depressingly impersonal interview room, filled wall-to-wall with tables, each covered with a white tablecloth and a number, and dropped off copies of her work where interviewers were due to sit.

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'It's In My Blood'

That was one of few triumphs in an otherwise so-so conference for Ms. Spinelli, who said she would be "sort of heartbroken" if she didn't land a teaching position by the fall. She quit her most recent teaching post to move to Florida with her husband, an engineer. "I'm a teacher and then a graphic designer," she said. "It's in my blood and I love it."

Young artists looking for work face a tougher challenge than ever, in part because they are competing against more-established artists who are returning to teach as a result of a downturn in the art market. Candidates begin looking for teaching jobs

Continued on Page A15



Eric Shultz, an artist who teaches part time and came to the college-art conference looking for a job: "I've seen a lot of people walking around looking scared."

Publishers Sue Copyshop for Selling Anthologies Without Obtaining Copyright Permission

A group of publishers, continuing a campaign against copy-shop owners who fail to seek copyright permissions, has sued a Michigan business that took the law into its own hands.

The lawsuit, filed in federal court here, accuses Michigan Document Services and its owner, James M. Smith, of preparing and selling course anthologies without obtaining copyright permissions. The Association of American Publishers is coordinating the lawsuit for three of its members: Princeton University Press, St. Martin's Press, and the Macmillan Publishing Company's Free Press division.

Ruling Against Kinko's

A year ago a federal judge ruled in favor of eight publishers who had sued Kinko's Graphics Corporation, a national chain of photocopying stores, for reproducing excerpts from books without permission and selling them in course packs to college students. The court rejected Kinko's claim that such photocopying should be allowed under the copyright law's provision for fair

use. Kinko's agreed to pay the publishers \$1.8 million in damages and legal fees. The suit against Mr. Smith is part of the "second phase" of the AAP's copyright enforcement campaign, said Judith Platt, spokeswoman for the association.

Shops Near Michigan Campuses

Mr. Smith and some other copyshop owners complain that the decision against Kinko's has led to an impractical, costly and time-consuming process for obtaining permissions. Mr. Smith, who owns three shops near universities in Michigan, said he did not believe he was guilty of copyright infringement and hoped to prove that in court. He also contended that the main reason he was being sued was not because of copyright infringement, but because he had publicly stated that he found the Kinko's decision "legally incorrect" and "baldness."

Last fall, Mr. Smith told a reporter that he had devised his own, rather unusual, system as a compromise with publishers. Instead of obtaining prior permission, he

Continued on Page A15

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The Book

Many deans—not to mention candidates for academic jobs—appear to be frustrated and confused over certain faculty-recruiting practices.

So the Council of Colleges of Arts and Sciences, a deans' organization, is drafting a statement aimed at encouraging more coherent—and more ethical—recruitment policies. It is thought to be the first statement of its kind.

A draft of the statement addresses, among other things, problems associated with the recruitment of minority professors; the need to coordinate better the timing of faculty job offers and resignations; and the need for institutions to communicate better with candidates for faculty jobs.

It raises the question of whether it is ethical for predominantly white institutions to raid the faculties of historically black institutions. Those working on the statement decided such tactics were "fair game" in an open marketplace. But at the same time, because of the role historically black colleges play in educating black people, "we wanted to raise sensitivity about raiding," says Lois Cronholm, who heads the panel and is dean of arts and sciences at Temple University.

Another thorny issue cited by many deans involves professors who take a leave from one institution to accept a post at another. Some don't inform the new campus that they still hold tenure at the former, and some, hoping to keep their options open, may even hold tenure at two places at once.

The council is now working with the American Association of University Professors on a final statement that will also reflect faculty concerns about recruitment.

The latest skirmish in the battle over multiculturalism at the University of Texas at Austin ended last week when the faculty overwhelmingly rejected a proposed multicultural requirement.

Professors voted 759 to 434 against the proposal, which would have required all undergraduates to take a three-hour course on U.S. minority groups or a third-world culture. Later, the requirement would have been increased to six hours.

Opponents said the proposal would have left little time for electives and was just another attempt by liberal faculty members to impose their views on students.

"It's often said that multiculturalism is inclusive, but this proposal was exclusive," says Joseph M. Horn, a psychology professor who opposed it. "It was not comparative."

In 1989, an unsuccessful attempt to re-focus a required writing course on issues relating to racism and sexism blew up into an all-out war.

Those who support the latest multiculturalism plan may revise it and bring it up for another vote.

Personal & Professional

Young Artists Face Bleak Outlook for Teaching Jobs at Colleges

Established practitioners fuel fierce competition

By SCOTT HELLER

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'It's In My Blood'

That was one of few triumphs in an otherwise so-so conference for Ms. Spinelli, who said she would be "sort of heartbroken" if she didn't land a teaching position by the fall. She quit her most recent teaching post to move to Florida with her husband, an engineer. "I'm a teacher and then a graphic designer," she said. "It's in my blood and I love it."

Young artists looking for work face a tougher challenge than ever, in part because they are competing against more-established artists who are returning to teach as a result of a downturn in the art market. Candidates begin looking for teaching jobs

Continued on Page A15



Eric Shulds, an artist who teaches part time and came to the college-art conference looking for a job: "I've seen a lot of people walking around looking scared."

Publishers Sue Copyshop for Selling Anthologies Without Obtaining Copyright Permission

DETROIT
A group of publishers, continuing a campaign against copy-shop owners who fail to seek copyright permissions, has sued a Michigan business that took the law into its own hands.

The lawsuit, filed in federal court here, accuses Michigan Document Services and its owner, James M. Smith, of preparing and selling course anthologies without obtaining copyright permissions. The Association of American Publishers is coordinating the lawsuit for three of its members—Princeton University Press, St. Martin's Press, and the Macmillan Publishing Company's Free Press division.

Ruling Against Kinko's

A year ago a federal judge ruled in favor of eight publishers who had sued Kinko's Graphics Corporation, a national chain of photocopying stores, for reproducing excerpts from books without permission and selling them in course packs to college students. The court rejected Kinko's claim that such photocopying should be allowed under the copyright law's provision for fair

use. Kinko's agreed to pay the publishers \$1.8 million in damages and legal fees. The suit against Mr. Smith is part of the "second phase" of the AAP's copyright-enforcement campaign, said Judith Plant, a spokeswoman for the association.

Shops Near Michigan Campuses

Mr. Smith and some other copy-shop owners complain that the decision against Kinko's has led to an impractical, costly, and time-consuming process for obtaining permissions. Mr. Smith, who owns three shops near universities in Michigan, said he did not believe he was guilty of copyright infringement and hoped to prove that in court. He also contended that the main reason he was being sued was not because of copyright infringement, but because he had publicly stated that he found the Kinko's decision "legally incorrect" and burdensome.

Last fall, Mr. Smith told a reporter that he had devised his own, rather unusual system as a compromise with publishers: Instead of obtaining prior permission, he

Continued on Page A15

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MINORITY UPDATE

- Workshops prepare minority employees for white environment
- System weighs plan to increase jobs for women and minorities
- Black colleges to exchange professors with other institutions
- Success found in urging minorities to attend graduate school

A new center at Pennsylvania State University is offering workshops to provide minority staff members with strategies for working in a predominantly white environment.

The workshops are being offered throughout academic 1991-92 by the university's Minority Staff Development Center, established last year. The university already had a Center for Minority Faculty Development, and it wanted to offer programs for minority staff employees in the Penn State system. Of the university's 10,416 full-time staff employees in fall 1991, only 459—or 4.4 per cent—are black, Hispanic, Asian, or American Indian.

Cynthia L. King, director and senior mentor of the center, said speakers at the workshops are minority employees of the university who talk about "what mechanisms they used to cope and what they did to advance their careers."

So far, about 25 people have attended each of the monthly workshops. Some of the most frequently expressed concerns, Ms. King said, include how to deal with the isolation of being the only minority employee in an office and how to "network" in a university as large as Penn State.

Minority staff members aren't always aware of whom they should go to when they have a complaint about how they are being treated, she said. The workshops explain the procedures. "We also talk about how you distinguish between a supervisor who is a racist or sexist, and a supervisor who is just a general jerk and unpleasant to everybody," Ms. King said.

Faced with statistics showing that 54 of the 58 college presidents in the North Carolina Community College System are white males, officials there are considering a plan to increase the number of women and minority administrators.

Robert W. Scott, president of the system, called for the plan because of concern that minority and women candidates were not getting on the right track to become college presidents. Two of the 58 presidents are black males and two are white women.

The plan was drafted by officials in the state's Department of Community Colleges. It recommends that each college develop its own hiring goals, that leadership-training programs be expanded and

more minority and female candidates be nominated to participate in them, and that the criteria on which presidents in the system are evaluated be revised to include an assessment of their efforts to foster "an environment conducive to cultural diversity."

Sylvester E. McKay, director of research for the system who helped write the plan, said about 21 per cent of the system's 800,000 students are members of minority groups, and 58 per cent are women. About 29 per cent of the senior-level administrators in the 58 colleges are women, and 11 per cent are minority-group members.

Some aspects of the plan have stirred resistance. "It's the usual kind of things you'd hear," Mr. McKay said. "Things like, 'We can't find qualified minorities,' or, 'If we find them, we can't afford to pay them,' or comments about reverse discrimination."

But he added: "My sense is that there's more support than opposition."

This month the State Board of Community Colleges is expected to create a committee that will discuss how to carry out the plan and report back to the board in June.

Private, historically black colleges will exchange faculty members with other independent liberal-arts institutions under a new grant program aimed at building ties between the two types of institutions.

The Council of Independent Colleges last month awarded grants totaling \$100,000 for faculty and administrative exchanges. The council gave grants ranging from \$6,500 to \$15,000 to nine pairs of institutions, said Russell Garth, vice-president of the council.

For example, Benedict College and Columbia College received \$7,500 for faculty exchanges in dance, English, human relations, and religion. The money will be used to pay travel costs and other expenses.

In another project, Bennett College and Converse College were awarded \$6,600 to design a course called "Leadership Skills for Women in a Multicultural Society." The course will be offered on both campuses.

Most of the exchanges are taking place this spring and will last for several weeks, rather than for an entire semester, Mr. Garth said.

The council plans to award another round of grants this spring for exchanges next fall. The exchange program is an outgrowth of the council's four-year-old "Enhancing Black College Leadership" project, under which it seeks to involve members of the United Negro College Fund more closely in council programs, such as special institutes for deans and presidents.

The council is using money from several foundations to finance the

exchange program, including a three-year, \$250,000 grant from the Teagle Foundation.

A three-year-old program to encourage more minority students from California State University campuses to enter graduate school at the University of California or elsewhere has met with some success.

The California Pre-Doctoral Program, created in 1989, also seeks to increase the number of women and disabled students who are underrepresented in various fields of graduate study.

In the first two years of the program, 102 students on California State University campuses were chosen to participate. Of that number, 38 have since been accepted into doctoral programs—18 of them on University of California campuses. Many of the remaining 64 are still finishing undergraduate and master's level work. The California State system has only a few doctoral programs jointly offered with other institutions.

Copy Shop Is Sued for Selling Anthologies Without Obtaining Copyright Permission

Continued From Page A12 simply charged customers one cent a page for royalties, and planned to send a check later to each publisher based on a flat rate and the number of pages copied (*The Chronicle*, September 11, 1991).

"We know the AAP has evidence against dozens of other shops that they allege have infringed on copyrights," he said. "They want to make an example of us by intimidating us, the entire industry, and, beyond that, the academic community."

'Unreasonable and Unfair'

Ronald S. Rauchberg, a lawyer for the three publishers and the AAP, called Mr. Smith's accusations "unreasonable and unfair."

"He'd like the world to see him as some valiant little guy standing up for principle against the big bad

corporations who are trying to crush him," he said. "It's a pity picture."

Mr. Rauchberg said Mr. Smith's company was drawing business away from competitors who are complying with the law. He also said none of the three publishers had received any royalties from Mr. Smith's company. Mr. Smith said he was still computing the fees.

"The fact that he's adept at getting publicity shouldn't obscure the fact that he's just trying to trade on property that doesn't belong to him," Mr. Rauchberg said.

The three publishers are seeking an injunction that would require Mr. Smith and his company to cease copyright holders before reproducing published materials. The suit also seeks damages and legal fees.

—DENISE K. MAGNER

Personal & Professional

Personal & Professional

Young Artists Face Bleak Outlook for Teaching Jobs

Continued From Page A12 in studio art as they finish their Master of Fine Arts degree. Art historians earn doctorates.

Independent artists with long résumés and prominent gallery shows have approached the department chairmen at Columbia University and the University of California at Irvine about teaching openings, the heads of those departments said. "People who are name brands are hurting, and they need to have a financial base," said Allan Hacklin, chairman of visual arts at Columbia.

Other schools have shut down their searches in midstream. The State University of New York at Buffalo advertised a lucrative post for a sculptor—with a salary as high as \$65,000—and then had to close the search because of state-budget strictures.

400 Applicants for One Post

Where there are jobs, there are plenty of applicants. The University of Rochester received 400 applications for a sculpture position. Savannah College of Art and Design, which interviewed for 25 faculty positions to meet the needs of a growing student body, received between 400 and 500 inquiries for each job opening this year, said its president, Richard Rowan.

With odds like those, a young painter like Eric Shultis needs every advantage he can get. Although he has exhibited several times in Chicago galleries, his landscapes—described as "timeless and remote from the daily hustle of modern life" by one curator—don't come across well in slides. So he brought along small canvases, as well as

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

The Almanac of Higher Education 1992, by the editors of *The Chronicle of Higher Education* (University of Chicago Press, 1100 South LaSalle Avenue, Chicago 60608; 342 pages; \$18.95, plus \$2 for shipping). Presents an overview of the health and financing of U.S. higher education on the national level, as well as state-by-state reports on demographics, political leadership, and key statistics about faculty, students, costs, and spending.

Get Funded! A Practical Guide for Behavioral Research Support from Business, by Doris Schumacher (Sage Publications, 2455 Teller Road, Newbury Park, Cal. 91320; 288 pages; \$38 hardcover, \$18.95 paperback). A handbook for individual researchers seeking financial support from the corporate world; also discusses larger ethical issues related to university-business partnerships.

Higher Education in the United Kingdom, 1989-92: A Handbook for Students and Their Advisers (Association of Commonwealth Universities, distributed by Oryx School Books, 4041 North Central at Indian School Road, Phoenix 85012; 312 pages; \$32.95 paperback).

Perspectives on Educational Certificate Programs (New Directions for Adult and Continuing Education No. 82), edited by Margaret E. Holt and George J. Lopez (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 101 pages; \$23.95 paperback). Offers essays on the design, development, economics, and evaluation of certificate programs offered by colleges, universities, and businesses.

photographs, in a 100-year-old tool box. (He also carried with him inspirational writings about the vagaries of the art world.)

Mr. Shultis, who now teaches part time at Lansing Community College, interviewed for jobs in Michigan, New Mexico, and North Carolina. He estimated that the job search cost \$2,000 for him and his wife, also an artist.

"I've seen a lot of people walking around looking scared," said Mr. Shultis.

'Pretty Demoralizing'

David Avalos, an assistant professor of visual arts at California State University at San Marcos, was swamped with interest at his table—even though he wasn't even actually holding interviews. He

was here to explain the recently founded San Marcos campus, which is temporarily housed in an industrial park.

"For many people it's a pretty demoralizing experience," Mr. Avalos said of the interview derby. "In the morning you throw your materials onto a stack that's already three feet high. Then in the afternoon you retrieve it. You don't know whether anyone's looked at your work or not."

"I wasn't there to be a therapist," he added, "but I felt that the least I could do was respond to people's work as candidly as possible."

Of the 572 academic openings listed by the art association, 156 were in graphic design or computer graphics. An additional 103 re-

quired a specialization in painting or drawing, with 65 in film, video, or photography.

"It's easier to get a job as soon as you have a specialty, especially in the high-tech areas," said Ruth Weisberg, professor of fine arts at the University of Southern California and the association's past president. "Someone who does traditional print making and video would be a hot property."

Years of Experience

Ms. Spinelli said she was competing against graphic designers with years of business experience. She complained, however, that some interviewers asked about her husband's career plans, which she said was illegal and should not affect her own chances.

Constance Koes is finishing an M.F.A. at Northern Illinois University. She came to the art meeting with videotaped excerpts from "Enchantment Grove," the multimedia project she completed for her degree. Her work explores how women are pressured into certain roles through domestic rituals.

Ms. Koes found the job-hunting ritual no worse than she expected. She interviewed for two academic posts and a teaching gig in a girls' summer camp.

Her secret to getting through the meeting: Be yourself. "Be thankful that you don't 100-per-cent fit," she said. "I'm only going to humiliate myself so much. If they hire someone you're not, then you'll be unhappy."

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Berkeley Professors Offer Courses to Satisfy New 'Diversity' Requirement

Continued From Page A1

courses, we are forming an American identity that is an outcome of different racial and cultural traditions."

Two provisions make Berkeley's requirement stand out. First, American Cultures courses must deal with at least three of the following five groups: African Americans, American Indians, Asian Americans, Chicano and Latino Americans, and European Americans. Second, the courses can't look at ethnic groups in isolation from each other. They must be comparative, placing groups in the context of American society.

Opposition Still Lingers

About 40 courses—the vast majority of them new—have been approved to meet the requirement. They cover fields ranging from education and English to journalism and landscape architecture. Forty more courses are in the works.

The requirement, created in 1989 after fierce debate, may be up and running, but it's not yet trouble-free. Opposition still lingers here. Critics contend its purpose is more political than intellectual. They say few professors are expert enough in three cultures to be able to teach the courses well. And they question why a requirement in American Cultures is more important than, say, a requirement in math or literature. The only other requirements common to all Berkeley undergraduates—American history and composition—can be fulfilled in high school or through advanced-placement tests.

"You're inevitably going to have an 'oppression studies' mental-



Ling-chi Wang heads Berkeley's ethnic-studies department: "We are forming an American identity that is an outcome of different racial and cultural traditions."

ity," says Marco Pulisci, a junior and editor of the *Berkeley Review*, a conservative campus newspaper. "The message the university is sending is the elevation of race as the primary element in our lives."

Some of the requirement's supporters have their own concerns. "What we have in some courses," Mr. Wang says, "is three groups being discussed separately with no attempt at comparison or integration of the experiences."

Other supporters worry more about logistical snags—such as whether enough students will fulfill

the requirement as freshmen to prevent a glut of seniors from flooding future courses.

By and large, however, people here are more excited than anxious about American Cultures. When he looks at syllabi for some of the courses, Mr. Wang says wistfully: "I wish I was an undergraduate."

If he were, he might choose to fulfill Berkeley's requirement by taking a linguistics course examining such issues as American slang, bilingualism, and Black English.

Or he could take a music course exploring the emergence of jazz and other styles of American music. There's even a physical-education seminar about the leisure activities of different cultures in California from 1790 to 1930.

Students Begin to Stir

Or he could take Mr. Rogin's political-science course.

During a class session this semester, Mr. Rogin sits cross-legged on a table, talking with his class of about 20 students. They've been reading *Sacred Revolt* by Joel S. Martin. The book describes the Muskogee Indians' efforts to resist white penetration of their culture, culminating in a war in the early 1800's between the Muskogees and the federal government.

No sooner does Mr. Rogin describe the book as a sympathetic portrait of an "alien world" than the students begin to stir. One says she felt the author was glossing over "how women were being oppressed" in Muskogee culture. A black student makes a similar complaint about the book's description of slaves owned by the Muskogees as being better off than slaves on plantations. Others in the class disagree. "Maybe I'm not a good female," says one student, "because I didn't get totally offended."

Directing a spirited exchange, Mr. Rogin explains that the author "wants to establish this as a heroic uprising," adding: "He wants to make the culture sympathetic. There's nothing wrong with criticizing his treatment of women and slaves."

Afterward, Mr. Rogin says that despite his 25 years of teaching, the course made him nervous at first.

"I'm a total neophyte in teaching Native-American cultures," he says. "I was anxious about whether I could get inside of and have interesting things to say about Indian culture."

But he adds: "One of the exciting things about teaching is learning new things."

His goal here is not to reduce racial tensions on the campus or to promote ethnic pride. "The num thing you want to do in teaching is get students outside of their perspective, to get people to think in



Michael Rogin, who teaches a political-science course: "One of the exciting things about teaching is learning new things."

new ways about things they think they already understand."

Across the campus, in a much less intimate lecture hall filled with a few hundred students, Leanne Hinton, an associate professor of linguistics, is teaching her new American Cultures course. It's called "The American Languages." This particular afternoon, she is discussing "social dialects," or language differences based on gender or ethnicity.

Ms. Hinton says the course, which she is teaching for the second time this academic year, feeds into her research. For instance, she gives students an assignment to record slang they hear. "I'm building a data base of slang," she says. "Five to ten years from now, I hope to be able to look at how slang has changed."

'The Appearance of Choice'

Last semester, she says, she encountered some student resistance to the requirement, expressed anonymously in course evaluations. "It was a small minority," she says, "but it wrote like a very angry minority."

In conversations with freshmen on the campus, however, few seem hostile to the requirement. Mr. Pulisci, the *Berkeley Review* editor, says he's heard little outcry against it this year. One reason, he says, is that the variety of courses offered gives "the appearance of choice."

Elise Matsubara, an Asian-American freshman in Ms. Hinton's linguistics class, says: "Any requirement seems like a drag, because it takes away from what you want to study. But I don't mind this one. It seems fitting because we try to be politically correct."

While many use the term pejoratively, she views it as a good thing considering the diversity of Berkeley's students. About one-third of

Personal & Professional

the people in this year's freshman class are white, a third are Asian, 20 per cent Hispanic, and 8 per cent black.

Jessica Garrison, a white freshman, gives good reviews to the comparative-literature course she's taking this term to meet the requirement. It's a seminar called "Sentimentality of Race, Class, and Origin in the Literature of the American Cultures." Students read works ranging from *Uncle Tom's Cabin* and *The Adventures of Huckleberry Finn* to Amy Tan's *The Joy Luck Club* and Toni Morrison's *Song of Solomon*.

"It's really hard to get bored in it," Ms. Garrison says. "You're learning about real things. You can look around and see it in the dorms or everywhere you look."

New Intellectual Territory

Kenneth Weisinger, a professor of comparative literature, teaches the course Ms. Garrison is taking. He says he seems to have more doubts about the requirement than his students do. He supports it, but considers it confining. "Had I written the requirement, I'd allow for courses looking at Chinese or Mexican history—widening it to allow courses that explained where these groups here came from," he says. Still, he says the requirement has invigorated Berkeley's faculty.

"How taking a course on ethnicity in the Hollywood film or on the California frontier is going to achieve this miraculous goal eludes me."

giving professors an opportunity to delve into new intellectual territory. Mr. Weisinger, for example, is a scholar of Romanticism, specializing in German literature.

"Right now, I teach this course and a course on Schiller, and by far the most exciting one is the American Cultures course," he says. "I enjoy working up new material."

120 Courses by 1995

Like most other faculty members who created classes for the requirement, Mr. Weisinger participated in a summer seminar on course development sponsored by the university's Center for the Teaching and Study of American Cultures. The center is another unusual facet of Berkeley's requirement. The university established it in this fall of 1989 after the faculty voted—227 to 194—to adopt the requirement. The center's key task is to guide the development of more than 120 new and revised courses by 1995, says William S. Simmons, a professor of anthropology who is director of the center.

Eventually Berkeley hopes to offer around 45 American Cultures courses each year. Center officials say roughly 1,700 freshmen and 1,600 other students have enrolled in one of the 27 classes offered this year. The mandate now applies only to Berkeley's 4,000 freshmen, but in 1993 it will go into effect for transfer students too.

A nine-member curriculum committee created by the university's

Academic Senate is responsible for approving classes for the requirement. Not every proposal gets the go-ahead, Mr. Simmons says. A course on "Political Cultures" that is taught by Aaron Wildavsky, a professor of political science and public policy, was rejected for the requirement because it draws too heavily on non-American cultures. He is now revising it.

Mr. Wildavsky, who is also president of the California Association of Scholars, an affiliate of the National Association of Scholars, voted against the requirement in 1989. He still opposes it, but he says: "Now that this is a required course, it's up to me as a loyal citizen to contribute a good one."

Most of the American Cultures courses have evolved out of the

center's four-week seminars, held twice so far—in June of 1990 and 1991. The first seminar brought in 37 faculty members as fellows and gave them each a \$6,000 stipend. Last summer 42 fellows participated, and 35 will do so this summer. In return for the stipends, which are now \$5,000, fellows must submit a proposal for an American Cultures course.

\$350,000 Grant

The seminars feature speakers from Berkeley itself. In one session, Robert N. Bellah, a sociologist, and Ronald Takaki, a professor of ethnic studies, discussed how American identity is defined.

"The main thrust behind the seminars is faculty helping faculty," says Mr. Simmons, the center's director. "The intellectual resources for doing what we want to do are on the Berkeley campus."

The financial resources have mainly come from the campus, too. The administration is footing the bill for most of the stipends and for the center's operation. The center also has received a \$350,000 grant from the Pew Charitable Trusts.

Some at Berkeley still doubt the requirement's legitimacy. Among them are David Littlejohn, a professor of journalism. The idea behind the requirement, he says, is supposedly to help students live in a multiracial society. "Exactly how taking one course on ethnicity in the Hollywood film or on the California frontier is going to achieve this miraculous goal eludes me," he says.

However, he says, now that the requirement is in place, "faculty seem willing to let it play out."

Berkeley's effort is being watched closely by outsiders. "Whenever Berkeley pays much attention to undergraduate education, it's worth observing," says Jerry G. Gaff, director of a general-education project at the Association of American Colleges. "Certainly they're wrestling with multicultural education in a way that most colleges are not."

Mr. Takaki has supported the idea of a requirement since it was first discussed in the mid-1980's.

"We have an opportunity to do something original, bold, to make a statement," he says. "We have to prove that it can be done, and that's what's happening now."

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Information Technology

An effort by the Research Libraries Group to look beyond the nation's major research universities for new members is paying off.

The British Library, one of the largest reference libraries in the world, announced last week that it had joined the RLG. J. Michael Smethurst, the library's director general of London Services, said it was time to develop new ties with major research libraries and scholars in the United States.

"The great libraries of the world can't work any longer in isolation," he said.

The RLG said it would make London the European hub for RLG—the Research Libraries Information Network.

The University of Alabama at Birmingham has created an electronic bulletin board for journalists and others looking for story ideas or comments from faculty members.

The bulletin board lets journalists bypass staff members in the Office of Media Relations to communicate directly with the office's computer, where they will find press releases, a directory of experts, and tip sheets.

The bulletin board is accessible 24 hours a day, 7 days a week, to anyone with a computer and modem. To use the free service, call (800) 822-1775.

John Gevor, a senior writer, says the media office has no plans to discontinue issuing printed materials.

A journal sold by subscription for the last 20 years is now also available free on Bitnet and Internet, two widely used electronic networks.

Darrel A. Clowes, editor of *Catalyst*, which concentrates on continuing education offered by two-year colleges, says he decided to go electronic in the hope that more people would see the publication.

"This journal, because its audience is practitioners, is underrepresented in college libraries," he says. "It is in community-college libraries, but not all graduate students see it."

The electronic quarterly is being subsidized by Virginia Polytechnic Institute and State University, says Mr. Clowes, an associate professor of education at the university.

"We can publish the electronic version without cost because the university is underwriting it. The university wants to encourage wider use of electronic publications," he says.

Five days after he posted a notice on the network, 106 electronic subscriptions to the journal had arrived, Mr. Clowes says. The vast majority were from people at research universities.

For subscription information, contact Mr. Clowes at the College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061; (703) 231-5269; SAVAGE@VTVM1.



Vilma E. Zalupski, provost of the Clearwater campus of the St. Petersburg Junior College District: "The computer has pulled us all closer together."

Computer Link for Each Professor and Administrator Is the Goal of 2-Year-College System in Florida



Charles L. Roberts, St. Petersburg's provost: "People 'are itchy for us to get farther along.'"

By BEVERLY T. WATKINS
PINELLAS PARK, FLA.

In September 1989, the St. Petersburg Junior College District embarked on a \$9-million project to computerize its seven sites.

Within three years, according to the plan, there would be a computer on the desk of every administrator and faculty member. The computers would be connected by an electronic network, so every one could communicate with everyone else. Instructors would have multimedia computer facilities in their classrooms, as well as their own technology centers for developing instructional software. Computers would be available to all students in open laboratories.

So far, the Clearwater campus, one special center, and the district office have where the administrative headquarters are located, have received their equipment and are linked on a network. The St. Petersburg campus and the other centers, which have some computers, expect to have all their equipment within a year.

Administrators and faculty members who are on the network now find the system for creating a sense of community they have not experienced before.

"The computer has brought commu-

cation," says Vilma E. Zalupski, Clearwater's provost. "It has become a vehicle for faculty to communicate with faculty. The problem in a teaching institution is that faculty members do not have much time to talk together and share ideas about what they are doing in the classroom. People go from office to class to office. The students do the same."

She says, "The computer has pulled us all closer together. There is more of a community feeling now."

'A Major Philosophical Decision'

The project, called Flamingo, resulted from a recommendation by a long-range planning committee in the late 1980's that the district incorporate technology throughout the system.

"We want to integrate the academic and administrative systems to make the operation of the college more efficient," says William H. Pritchard, Jr., who works closely with the project as director of instructional computing. "The administrators have a vision of eliminating paperwork as much as possible, and the academics have a vision of improving learning for students."

The decision to undertake Project Flamingo generated heated discussions among district and campus officials and faculty members, says Ms. Zalupski, who has been involved since the beginning. "This was a major philosophical decision and a major commitment to technology," she says. "And it was a major, major expense for the college. The project was a step forward that needed to be taken, but it was in competition with many other projects."

However, once the project was explained, "no one argued with the concept and the goals," says Ms. Zalupski. "The deliberations were like those in a family, where half the members want to go skiing in Colorado and the other half want to buy a boat."

When the project was approved, three computer companies—Apple, Digital Equipment Corporation, and Unisys—formed a partnership to support the venture, contributing about \$3-million worth of equipment.

One Site at a Time

Instead of giving each site some equipment at the start, district administrators elected to computerize one site at a time, taking what one calls an "all for some and none for others" approach.

If the equipment had been divided among the sites, Mr. Pritchard explains, the people who received it would have been excited, but they would not have been able to do much all by themselves. So that everyone could see the big picture, he says, "we were seeking a critical mass."

"Dilution across the sites would weaken that goal," he adds. "If we spread the equipment around, we would have an infrastructure and nothing else."

Administrators opted to start the project at Clearwater, St. Petersburg and the other sites would be converted one after the other until the project was completed in June 1992.

A committee of typical users—people with little or no experience with technology—chose the computers for the project, says John D. Busby, associate vice-president for technology and the project's direc-

tor. "We had certain criteria," he says. "The computer had to be easy to use, easily networkable, and convenient for videodisk and CD-ROM technology."

The committee members selected Apple Macintosh machines.

Today, all administrators and full-time faculty and staff members at Clearwater have Macs on their desks. The machines are connected by network to each other and to computers in the district office nine miles away. "Literally, I can go to my machine and communicate with any faculty member here and anyone at the district," Ms. Zalupski says.

The district provides computer training for everyone who receives a machine. "Initially, everyone gets 24 hours of training over two weeks," says Mr. Pritchard. Users learn how to do word processing, use a spreadsheet, send electronic mail, develop programs with "HyperCard," and communicate on the network.

Four classrooms at Clearwater contain multimedia equipment built into a podium called a "teaching bunker," which is also connected to the network. Each of the bunkers, which are designed and constructed in the district's cabinet shop, contains a powerful Macintosh, two monitors, videodisk and CD-ROM players, a videocassette recorder, and a projector.

The bunkers eliminate the need for a cart to transport equipment between classrooms. "When faculty know the technol-

"The administrators have a vision of eliminating paperwork as much as possible, and the academics have a vision of improving learning for students."

ogy is a permanent part of the classroom, they are more likely to use it," says Mr. Busby, who is leaving this month to become associate vice-chancellor for information technology at Houston Community College.

Clearwater has five technology centers with sophisticated equipment for faculty members who want to develop instructional software. The centers contain computers and multimedia equipment similar to those in the teaching bunkers, as well as sound equipment, a scanner, and a printer.

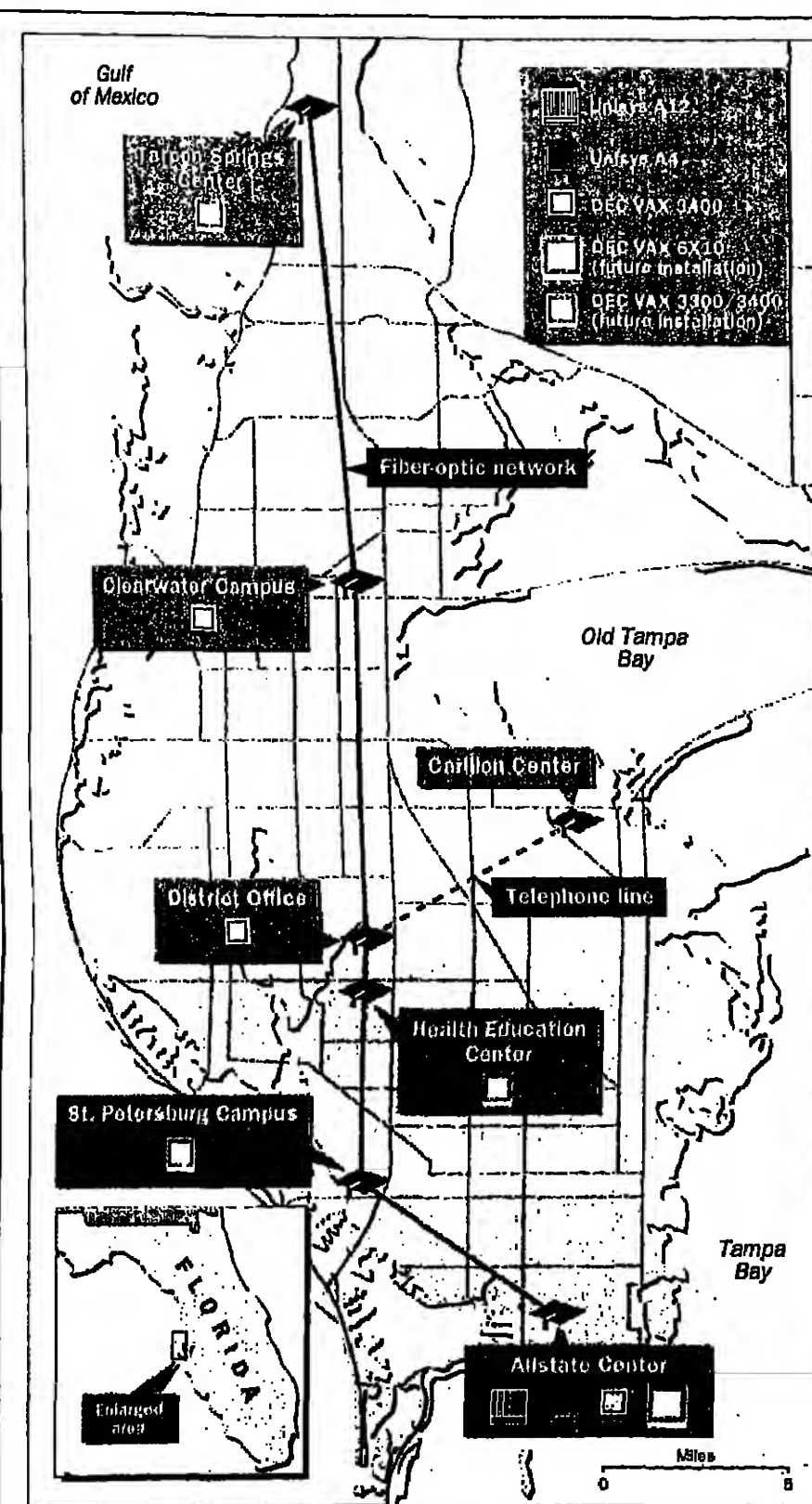
The centers, which are also connected to the network, give part-time and adjunct instructors, who do not have computers, an opportunity to develop instructional software, Mr. Pritchard explains. "A lot of informal development goes on because we have these faculty-development centers," he says. "A lot of it I don't know about until something doesn't work and someone says, 'Call Willie.'"

Four buildings at Clearwater have student laboratories with an average of 20 computers each and a range of other equipment.

"About 90 per cent of our people use the computer daily," Ms. Zalupski estimates. "Secretaries, clerks, and administrators use it all day every day. Faculty members are at various stages of development and expertise."

"There are a few people here who do not

Continued on Page A21



Wide Range of Equipment to Be Part of St. Petersburg's \$9-Million Project

PINELLAS PARK, FLA.

When the St. Petersburg Junior College District completes its \$9-million multicampus computer project, a 37-mile fiber-optic network will connect its Tarpon Springs Center in north Pinellas County with its Allstate Center in the south. In between, the network will link Clearwater, the district's administrative office, Health Education Center, and the campus at St. Petersburg.

Today, the college's computer system includes two Unisys mainframes, located at Allstate, that function as an administrative hub. Three Digital VAX minicomputers serve Allstate, Clearwater, and the district office. They allow administrators and faculty members using desktop machines to send and receive electronic mail and files and to print materials. In addition, the VAXes serve as "gateways" between the networks on the sites and the systemwide network.

Still to come are VAX minicomputers for Tarpon Springs, the Health Education Center, and St. Petersburg and a larger VAX for administrative use at Allstate. The Carillon Center and a small aviation program located nearby will be linked to the systemwide network by modem.

To date, half the 1,400 Apple Macintosh machines contemplated in the original plan have been installed throughout the system. About 450 of those are connected by networks.

—BEVERLY T. WATKINS

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Biology. "Insight," for Apple Macintosh. Requires "HyperCard." Lets students serve as subjects to demonstrate visual phenomena, providing data to be recorded, analyzed, and shown in graphs: \$45; quantity discounts available. Contact: Intellimation, Department 0400, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Biology. "Basic Biology Series," for Apple Macintosh. Includes 52 tutorials and simulations of 45 minutes each on major topics in a two-semester introductory biology course: topics include cell biology, ecology, evolution, genetics, metabolism, organismic biology, and physiology: \$20 each; \$1,000 for all 52; quantity discounts available. Contact: OmegaWare, P.O. Box 8024, Fort Collins, Colo. 80526; (303) 491-7858.

Computer science. "L-System" for Apple Macintosh. Introduces students to the workings of Lindenmayer systems by helping them visualize the systems' effects, generate fractal trees, and understand the basics of fractal geometry and computer graphics: \$45; quantity discounts available. Contact: Intellimation, Department 0400, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Mathematica, Version 2.0," for IBM PC and compatibles. Requires "Windows." Lets users do numeric, symbolic, and graphical computation; contains an interactive notebook, which lets users combine text, graphics, animations, and sound; includes a programming language: \$995. Contact: Wolfram Research Inc., 100 Trade Center Drive, Champaign, Ill. 61820-7237; (800) 441-6284 or (217) 398-0770.

Veterinary medicine. "Dairy Cattle: Use-of-Records," for IBM PC and compatibles. Provides strategies for analyzing records of pre-breeding and post-breeding estrus detection; improving dairy herds; includes information on milk progesterone tests as reproductive measures; lets students act as dairy consultants and evaluate records: \$25 for members; \$75 for others. Contact: WiseWare, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (800) 543-3201 or (608) 262-8167.

Optical disks. "Transposition of the Great Arteries," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." Lets medical students view the Jernse operation—an arterial switch—in its entirety or in segments: \$650 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8731.

Utilities. "Microsoft Works for Windows, Multimedia Edition," for CD-ROM players used with IBM PC and compatibles. Tutorial section contains 42 animated lessons on how to use the program's tools—word processor, spreadsheet, data base, charting, and drawing; reference section includes an index, explanations of tasks, and step-by-step instructions on using the program: \$99; quantity discounts and site licenses available. Contact: Microsoft Corporation, One Microsoft Way, Redmond, Wash. 98052-6399; (206) 882-8080.

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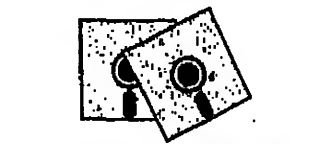
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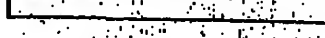
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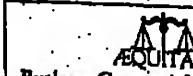


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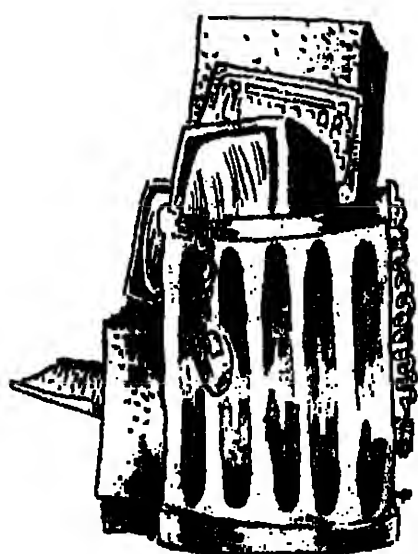
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Federal Grant Forms Software, 13170-58 Atlantic Blvd., Suite 307, Jacksonville, FL 32225.

College's Goal Is a Computer Link for Every Professor and Administrator

Continued From Page A19

know how to use the computer. They say, 'At this point in my career, I don't want to do that.' We don't push them, but a couple have already come around."

New computer users throughout the district complain that there are not enough technically skilled staff members to keep the equipment functioning properly and to help them solve problems. Right now, Mr. Pritchard is the district's only full-time technical trouble shooter.

Ultimately, "the college will have to put money into support people," says Joseph C. Gould, Clearwater's program director for natural sciences. "We have faculty members who, if it takes more than three minutes to fire up the equipment, won't do it. Computing has to be as easy as the overhead projector."

The college must also provide help when equipment breaks, says Mr. Gould. "Most faculty don't like to play with the wiring."

Today, the St. Petersburg district's technology revolution is on hold, a victim of budget cuts by the Florida Legislature. In October 1990, just a year after Project Flamingo began, the district was notified that its budget would be cut by \$1.5-million. The district lost an additional \$1.2-million last year. Administrators say the Legislature has already told the district that it can expect additional cuts of \$1-million to \$2-million in July.

'Haves and Have-Not'

Because the Clearwater campus has computers now and the St. Petersburg campus does not, some administrators are concerned that the system is split into "computer haves and have-nots," as one puts it.

"We've had to make cuts in a lot of areas, but none shows up like

"We've had to make cuts in a lot of areas, but none shows up like this one. The faculty and staff were drooling in anticipation of computers."

this one," says W. Robert Sullins, vice-president for education and student services, who joined the system because he was excited about participating in the computer project. "The faculty and staff were drooling in anticipation of computers."

Mr. Sullins speculates that it will be at least a year before funds are again available for the venture. "One major impact of the project has been the excitement," he says. "I worry that we will not get back to it."

Mr. Busby says he is concerned about how the delay will affect opportunities for students at the two general-education campuses. He speculates that faculty members at Clearwater will use more and more technology in their classrooms, leaving their colleagues and students at St. Petersburg behind. "The district's view has always

been that all students can go to all campuses and get the same education," he says. "If we delay much longer, we will get a gap between the campuses."

"St. Pete was not resentful that Clearwater would be first on the network when they thought they would be on themselves within months," says Mr. Sullins. "Now they are resentful."

'The Right Decision'

He says that converting the sites one by one "was the right decision at the time, but we might have done it differently if we had known what was coming up."

Charles L. Roberts, St. Peters-

burg's provost, says his campus understands the district's financial difficulties and is making the best of a frustrating situation. The campus does have a technology center so faculty members can develop software, he says, and scattered groups are finding ways to use technology in teaching.

Some instructors have taken one or more of the four graduate courses—instructional uses of the Macintosh, programming with "HyperTalk," instructional design, and interactive media—that the district has developed with the University of South Florida, which is nearby.

The campus is also tapping fresh

financial sources. "Last year, when students complained about not having enough computers available in the open labs," Mr. Roberts says, "we used student activities' money, which we don't normally use for instruction, to enlarge the computer lab."

Professors 'Are Itchy'

Mr. Roberts concedes that "faculty members are itchy for us to get farther along." However, he says, they may come out ahead in the end because the technology changes so fast. For the same amount of money it spent on the first computers, the district will be able to buy much more powerful

machines in another year. "Faculty will be pleased with the technology here when it goes in," he says.

District administrators hope to set up a temporary network this month between Clearwater and the district office, using telephone lines and modems. In the meantime, says Mr. Roberts, "we're out of the loop."

With prospects for early state support dim, the district is turning to private sources in search of money for more equipment. By April 1, the St. Petersburg Junior College Development Foundation, the district's fund-raising arm, should have a new full-time development officer on board, says Carl M. Kuttler, Jr., the system's president. Project Flamingo will have top priority, he says.



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TECHNOLOGY UPDATE

- Professor tries to teach computer to play chess like a human
- Technology helps the disabled express themselves artistically
- Computer used by consortium to track progress of students

A researcher at the University of California at Santa Cruz is trying to teach a computer to play chess like a human.

At present, computers that are programmed to play chess sift through millions of moves and choose one. Humans rely on past experience and intuition.

Robert Levinson, an assistant professor of computer and information sciences, is designing a program called "Morph" that would learn chess as a person would, given a list of possible moves and a partner. "Morph" is playing with "GnuChess," a computer program about as skilled as the average tournament player.

Good chess players do not process huge numbers of moves in their minds, says Mr. Levinson. They consider patterns of relationships among the pieces and squares on the chess board. Mr. Levinson wants "Morph" to do the same.

"Morph" is programmed to look back through its moves at the end of a game and assign a value between 0 (a sure loser) and 1 (a sure winner) to each pattern that appears. The patterns reveal opportunities for offensive and defensive moves. "Morph," which also studies the layout of its opponent's pieces, decides which patterns to save and which to discard.

So far, "Morph" has played tens of thousands of games and lost most of them. However, says Mr. Levinson, some of its moves are "creative for a computer."

The three-year project is supported by a \$298,000 grant from the National Science Foundation.

For more information, contact Robert Levinson, University of California, Santa Cruz, Cal. 95064; (408) 459-2087.

—BEVERLY T. WATKINS

As part of a special project, a professor at St. Norbert College is helping disabled people express themselves through art forms created with assistance from technology.

Charles R. Peterson, a professor of art and education, says that Arts Access Through Assistive Computer Technology, a project he helped create, adapts software, keyboard overlays, and special interfaces so the disabled can paint, write, or compose music.

"This is all off-the-shelf stuff," says Mr. Peterson, explaining that the project looks for equipment that is relatively inexpensive, easy to use, and often already available in special-education classrooms. The equipment is then modified to meet special needs.

For instance, Mr. Peterson says, a student with little physical control over his body can control many computer programs by sucking in or blowing out small puffs of air through a straw-like device.

The project, which is supported by the National Endowment for the Arts and the International Business Machines Corporation, has al-

lowed people who have been largely cut off from society to communicate, Mr. Peterson says.

For more information, contact Charles R. Peterson, Young Artists Workshops, St. Norbert College, De Pere, Wis. 54115; (414) 337-3076. —DAVID L. WILSON

To evaluate academic and remedial programs, a consortium of 35 higher-education institu-

tions in Texas and Oklahoma is using a customized computer system to track the academic progress of students.

When students enter college, basic information about them is put into the system, called the Longitudinal Student Tracking and Reporting System, or LONESTAR.

The data base includes age, sex, marital status, previous education, education of parents, demographic data, and more. The files, which

are updated as students complete courses, remain in the data base for six years.

The academic-tracking system lets consortium members conduct research on their own students and programs and make comparisons with other institutions, says Stanley I. Adelman, director of institutional research and data-base coordinator at Amarillo College, which helped to organize the consortium.

"Each member of the consortium maintains the same data-base structure, but each college maintains its own file locally," he says.

For more information, contact Stanley I. Adelman, Amarillo College, P.O. Box 447, Amarillo, Tex. 79178; (806) 371-5113. —B.T.W.

Information Technology

Briefly Noted

■ The Georgetown University Center for Teaching and Technology has created a new electronic file, the Interpersonal Computing and Technology List or ICT-L, which is accessible on Bitnet. For more information, contact Zane L. Berge, assistant director, Academic Computer Center, Georgetown University, 238 Reiss Science Building, Washington 20057; (202) 687-6096; BERGE@GUVAX.

■ "The Best of CAUSE/EFFECT," a collection of articles on information technology on the campuses between 1978 and 1991, is available from CAUSE, 4840 Pearl East Circle, Suite 302E, Boulder, Colo. 80301; (303) 449-4430; INFO@CAUSE.COLORADO.EDU. It costs \$8 for members and \$16 for others.

A Conversation.

◀ Kathy Frawley, Registrar, Assumption College

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"Of course we wanted the system to provide many other features, such as degree audit and academic advising. The ability to generate fast, accurate reports, such as IPEDS, or just ad hoc data for staff use, was a key element."

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"I've sat on the other side of the desk. I was a Registrar for 11 years, so I'm very sympathetic and understand the need to know that someone will be there when you need help. Not in three days, but now."

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Section 2

March 11, 1992

OPINION

By Leonard Garment

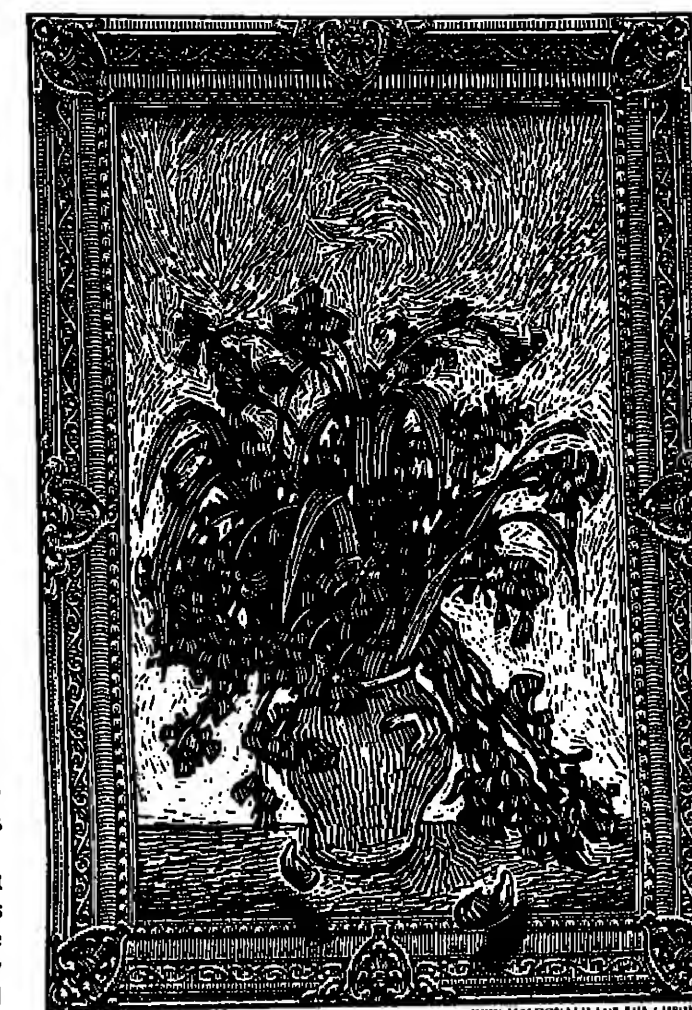
THE PRESIDENT'S FEAR of Pat Buchanan's sharp tongue may have been the final straw, but it was inevitable that John Frohnmayer would sooner or later have to resign as chairman of the National Endowment for the Arts. He has been forced out not because he is an egregiously inept man—although his press coverage often made him look that way—but because he served during years when this country finally had to face up to the immense difficulty of finding private art with public money in a populist culture. Those of us involved in federal arts policy over the years worked hard to keep this tension submerged. It is something of a miracle that we succeeded as long as we did.

The federal government started running federal arts programs as early as the 1930's, but it was the Kennedy Administration that pushed the idea of a broader federal arts policy and established a Federal Advisory Council on the Arts to pursue such a policy. In 1965 President Johnson finished what his predecessor had started by creating the national arts endowment that we know today. Its funding, at the beginning, was insignificant.

When the Nixon Administration took office in 1969, I became the White House aide in charge of arts. I was visited by visions of a vastly expanded endowment, and President Nixon was agreeable to the idea. Under attack from liberals over Vietnam, he saw benefit in making some conciliatory gestures toward them. As a student of history, he knew something of the connection between great cultures and powerful political regimes. And he was, hard as it may be for his enemies to imagine, a closet aesthete who worshipped great artistic performers.

In the spring of 1969 I turned for help in this project to Michael Straight, Nancy Hanks, and Charles MacWhorter, a friend of Nixon and a devoted worker for the arts and artists. The Administration got things started by proposing to double the arts budget. Nancy became chairwoman of the endowment and spearheaded the effort with Congress, explaining how more money would support more arts institutions and artists across the country—i.e., in every Congressman's district. She was a huge success, and the endowment's annual budget had grown exponentially, from \$8-

million to \$140-million, by the



Financing Private Art With Public Money: Troubled Truce Ends

time she finished her second term in 1976. Meanwhile, Mr. Straight, a novelist and serious art collector, became deputy chairman of the endowment. He served as quality-control officer and worried about the damage this idea of art-as-politics might ultimately do to the artistic quality that the endowment was supposed to promote.

Sometimes we had to deal with controversies created by the burgeoning federal arts establishment—although by contrast with today's blowups, ours were chaste and tame. There was, if you can now imagine it, a three-week Congressional dust-up over the use of the word "bullshit" in a federally funded Living Stage improvisation for schoolchildren in Baltimore.

On another occasion the American Film Institute proposed to run *State of Siege*, a Costa Gavras film about the killing of a hostage by leftist terrorists. It seemed to

me crazy or worse, in those days of active terrorism, to run a film extolling terrorist murder in a federally funded facility. I calmly told my friend George Stevens, the institute's director, that I intended to withdraw—noisily—the President's name as sponsor of the benefit premiere at which the film was to be shown. Mr. Stevens just as calmly canceled the film. He had decided, he announced, that running a film at the Kennedy Center praising assassins was not appropriate. The artistic heavens did not fall.

We had scores of small conflagrations that were contained or smothered by Nancy and Michael's eternal vigilance. The political right was kept at bay, and leaders of the arts community stayed silent at minor intrusions. They followed an unarticulated consensus: Spare the words and save the child.

I left Washington after Watergate. Under President Carter, I saw the endowment become politicized, absorbing lock, stock, and cyanide the contaminating idea of a "populist" art culture. Historically validated artistic excellence increasingly had to elbow its way through crowds of mediocrity. And what had once been art sideshows—experimental and provocative forms, political arts, new and exotic grant categories to cater to an alienated part of the arts world—gradually edged into the main arena. They were pushed there by the changing political culture and attracted foreseeable trouble from critics on the right.

I NOW THINK, though, that the seeds of destruction were sown at the beginning, as Nancy Hanks, in her passion for growth, enlarged the arts constituency by doing what politicians do best: doling out money with less and less discrimination in order to get more and more money. But Nancy had a genius for creating coalitions and rolling with contradictions.

In 1980 President Reagan came to town and promptly, though unsuccessfully, tried to eliminate the endowment. It survived subsequent assaults partly because of the chairmanship of Frank Hodsoll, a man of great political skill. But the endowment was by now beset on the left by militant feminism, homosexuality, political rage, and undifferentiated provocation for the sheer hell of it. The visual

arts, in particular, had gone off the rails, setting up one easy

Continued on Following Page

Backing Private Art With Public Money: Troubled Truce Ends

Continued From Preceding Page

target after another. On the right, the endowment was under attack from conservative-movement politics, fundamentalist fury, and Sen. Jesse Helms. Looming over the resulting clashes was a media machine avid for the sort of titillating material that usually lay at the heart of these disputes.

Consensual arrangements and quiet fictions that had once enabled political and artistic adversaries to maintain a troubled truce started to collapse, revealing the paradox at the heart of federal support for the arts: the idea that the whole country should pay for highly particular and private tastes.

IN 1989, early in President Bush's Administration, John Frohnmayer invited me to lunch to talk about his new job. The controversy over the endowment's support of the Robert Mapplethorpe photographs, a headache Mr. Frohnmayer had inherited, was already in the news. I found myself suggesting to him

"After the funding crisis passed, behavior at the top of the endowment did not change enough to make a difference."

some survival rules that would never have occurred to me in the old days. First, he should realize that the endowment's enemies would try strenuously to have his performance judged by the nature of his mistakes. Second, in his battle against these enemies, the artists would not be loyal allies. In fact, they too would be his adversaries and had to be treated as such. Third, his real constituency was not the artists but the President, Congress, and the public. He could benefit the arts only by succeeding, and success would be impossible if he thought of himself as an advocate for artists.

He was politely appreciative, but went his own way, from one head-banging to another at the hands of artists and moralists. A few controversial grants—supporting a virulently political AIDS work featuring public figures such as Cardinal John J. O'Connor, Andres Serrano's "Piss Christ" with its crucifix submerged in urine, theater involving symbolic excrement spread over the performer's body, and the like—came to symbolize the descent into artistic and moral disorder of the once-disciplined federal effort to support aesthetic "excellence."

The arts community's heated defense of these grants infuriated not only the endowment's conservative opponents but a large number of previously neutral bystanders. The controversy paralyzed Congressional proceedings to reauthorize the endowment in 1990, and Senator Helms introduced a proposal to codify standards of decency for endowment grants. Artists replied that their First Amendment rights were being trampled.

Out of the noise came—what else?—a Congressionally created bipartisan commission. I was named co-chairman along with John Brademas, president of New

York University and an original drafter of the 1965 endowment legislation while he was in Congress. The 10 other commissioners were a politically heterogeneous and fiercely opinionated group of art aficionados. But we agreed, amazingly, on a unanimous report. It recommended that the endowment be reauthorized and that there be no specific content restrictions—but that the endowment's grant procedures be drastically revised to curb conflicts of interest among panels of artists and to restrain the funding of self-destructive artistic craziness.

Yet after the funding crisis passed, behavior at the top of the endowment did not change enough to make a difference. Last fall, when the endowment's advisory council recommended that some of the same avant-garde performance artists who had conspicuously angered endowment critics be given grants for more projects, Mr. Frohnmayer would not overrule the council. He explained to me that he should overrule his council only if a recommendation met a quasi-judicial standard of clear and convincing error. The next day an endowment staffer privately read me a string of phone messages from Congressional aides calling on behalf of the endowment's most durable supporters in Congress. They all asked more or less the same thing: "Has he lost his mind?"

Can the President, Congress, and the arts community finally cut through all this baloney and febrile foolishness, and redeem the original idea of the arts endowment? I am coming to doubt it. This country, it is now clear, simply does not have the traditions of deference to artistic elites and central-government authority to make the job easy or natural. If the endowment is to survive, we will have to start making legislative distinctions between the preservation and dissemination of time-tested art treasures—from Michelangelo and Mozart to Bechet and Ellington—which can and should be given public support, and contemporary art still in the aesthetic laboratory, which will have to be supported by private foundations and patrons. If private aesthetic tastes run to fecal symbolism, public urination, and the politics of contempt, so be it, but not with public funds.

MOREOVER, art-faculty members need to make it clear to their students that there is no such thing as government support without restriction on the work they do. This, after all, has always been the case in other disciplines—for example, in the sciences, where grants are given for specific projects. Art educators must also provide the students with a sound intellectual framework so they can understand the social implications, as well as the artistic ones, of their work. And if some arts leaders—including those in university art departments and museums—continue to show disdain for the hard, disciplined, compromise-filled work of sustaining a political consensus for the arts, and continue to act as if shouting "First Amendment!" at every opponent were a persuasive or powerful argument, the federal arts experiment will fade and fall. It will be a sad ending after a happy start, and a loss to the country, but this prospect is as certain as the implacable anger that follows sustained insult.

Leonard Garment, a lawyer, was Presidential counselor to President Nixon and co-chairman of the 1990 Congressional bipartisan Independent Commission on the Arts. This article is adapted from one that appeared in the February 25 issue of The Washington Post.

OPINION

The Cold War

On Fridays, after dinner, we knelt on the shag carpet in the living room and followed the calm, deep modulations of the voice rising and falling

off the yawn and warp of the phonograph, where the record of *The Living Rosary* spun in its mechanical eternity. The beads hung in our hands like loops

of barbed wire and the plastic crucifixes swayed in the air like a jailer's keys. My sisters in muumuus, hair bristling with pink rollers, lip-synched the dirge

of Our Fathers, Hail Marys and Glory Be's, while I in my do-gooder's pose kept pace with the Sorrowful Mysteries. Eyes closed, heads bowed, my parents didn't move,

until the tone arm swept free of the labyrinth of vinyl bands and the needle skittered across the album label. Then my father rose, in a reverse genuflection, and carefully removed

the tone arm from its cradle. You could hear the static in the single speaker withdraw into the basilicas of vacuum tubes and see the little town of orange lights

diminish inside the amplifier's housing as if the tiny soul in everything had dimmed, had become as dark and murky as the smoky flicker of the sanctuary lamp in church,

that red and fragile heart beating beside the altar like a bird trapped in glass, a swirling breath of gas that was God's soul . . . And so we prayed not for ourselves but for those

trapped behind the Iron Curtain, a walled-off place that lay, I thought, beyond our darkened kitchen, way beyond, where the Cold War raged, invisibly, and where our prayers if heard

arrived muffled, muted, drowned by the dunning voice of *The Living Rosary*, as difficult to hear as our telephone which Mother wrapped in towels to dampen and stifle its worldly ring.

MICHAEL COLLIER
Associate Professor of English
and Director of the Creative Writing Program
University of Maryland at College Park

OPINION



Myths That Undermine the Teaching of Mathematics

By William C. Ramsey

In the report "Moving Beyond Myths: Revitalizing Undergraduate Mathematics," released last year by the National Research Council's Board on Mathematical Sciences, the authors address myths about who needs mathematics, who can do mathematics, and what mathematics is. Although the report raises many important points, it does not discuss several other myths that are undermining the teaching of mathematics in colleges and universities. In fact, it even "promotes" several myths that undermine not only math education but also math educators.

Following are some myths and facts that the National Research Council did not consider in its report:

MYTH. A math program that is successful at one college may be implemented at other colleges quickly and easily.

FACT. Outstanding mathematics programs are difficult to export; in fact, little is known about the effectiveness of such programs when adopted by other institutions. And while we rarely know why a particular program is successful, we do know that faculty members play a critical role. Unfortunately, however, they cannot be cloned. One of the most successful professors of topology was R.L. Moore of the University of Texas. His non-lecture teaching technique, which came to be called the "Moore method," bore rich fruit when he used it. But his students had less success when they used his teaching strategy, and their students finally returned to a more traditional approach. This is not an unusual evolution. The "Socratic method" was not as effective for Socrates's students as it was for him.

Although a great deal can be done to

help educators at different colleges improve their programs, such as holding workshops on the new technology of graphing calculators and on effective ways of involving students in discussions, we cannot simply erase existing programs and guarantee that improvement will come about by transplanting a program from one college to another.

MYTH. Textbooks are written in ways that hinder learning. They are dull and ponderously pedantic rather than "lean and lively."

FACT. Textbooks evolve from the changing needs of disciplines, shifting priorities,

"If we fail to convince the public that a crisis exists, math educators will remain underpaid and inadequately prepared to cope with the needs of our students."

criticisms on what students should learn, and judgments about the effectiveness of previous texts in presenting material. In other words, textbook writers do not write in a vacuum. Anyone who compares texts of 50 years ago with those of today is immediately struck by the informal, even conversational, style of current writing and the authors' earnest attempts to engage readers by presenting real-world applications.

Faculty members responsible for selecting textbooks really do want students to succeed. So do textbook writers and publishers, who are continually attempting to create better texts, because they know that most faculty members structure their courses around these books. However, it is easier for both students and faculty members to blame a textbook for their dif-

ficulties in learning or teaching mathematics than it is to accept responsibility themselves. In addition, textbooks really are a part of the problem insofar as they have become too long. One reason for their unwieldiness has been the insistence of textbook-selection committees that almost every possible theorem and application be included.

MYTH. Faculty members begin their teaching careers believing that mathematics is hard to learn and can only be learned by certain people.

FACT. Almost all graduate students and beginning faculty members are amazed at

though they must devote most of their time to their own studies and research.

As with textbooks, methods of instruction have evolved through interaction with students in the classroom over time. Little evidence has been presented that shows that different methods are more successful than those faculty members currently use in their courses with typical students. Further, in many—maybe even in most—lecture classes, instructors begin each session by taking questions from students and often try to elicit students' participation during class.

Smaller classes would allow for more interaction between professors and students, but neither the federal government nor the states are likely to provide the increased support that would be needed to reduce class sizes, create labs, and restore the low ratios of students to faculty members that existed in the 1950's. Therefore, teachers probably will continue using the lecture format while seizing whatever opportunities present themselves for innovation, such as overhead displays of computer-generated images and videodisks that can be demonstrated in a classroom.

MYTH. American society believes that mathematics is important and that teaching math is a career worthy of respect.

FACT. In 1967, the average baseball player's salary was four times that of a starting college professor of mathematics. In 1991, ballplayers made 30 times as much. The gap between the salaries of stockbrokers and professors is comparably large. Students need not think long or deeply to understand how society rewards a commitment to mathematics education.

Even within academe, the salaries paid to math professors at four-year colleges

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LETTERS TO THE EDITOR

Literature, Politics, and 'Heart of Darkness'

TO THE EDITOR:

I ought to be grateful for Gerald Graff's account of how he teaches Joseph Conrad's *Heart of Darkness* ("What Has Literary Theory Wrought?" Point of View, February 12). It sent me in search of the yellowing copy I once read in freshman English. Could we have so misconstrued the story, been so insensitive to its racist underpinnings? On re-reading I found it dense, wordy, troubling, sometimes funny, utterly absorbing. But racist? How absurd.

The fatal error that launched Graff's odyssey into this backwater of political correctness was to take seriously the writings of Chinua Achebe, who appears (at least in Graff's excerpts) not to even try to understand the novel. Achebe would have it that Conrad's Africans are mere "props for the breakup of one petty European mind."

But in fact the horrendous suffering of Conrad's Africans, abused and exploited by the European ivory traders, permeates this harrowing tale and haunts Marlowe, the story teller. Attentive readers will ache for the Africans' misery and despair. Conrad's Europeans are foolish bureaucrats, vicious money-grubbers, and madmen. Yet Achebe asserts that the novel "celebrates" the "dehumanization" of Africa and the Africans. Assuming that we're all talking about the same book, I wonder why Graff bothers with a writer so blinded by his own prejudices and political agenda. Even the critics on Graff's syllabus who concede "that [Achebe] is right about Conrad's racism and colonialism" argue that "he overlooks the powerful critique of racism and colonialism."

Graff tells us that Conrad's novel "has played an active role in con-

structing the Western image of black Africa and in justifying the West's political and economic treatment of black Africa." Cliches like this roll off the tongues of literature professors, but how can they possibly claim such omniscience? Even specialist historians and social scientists would find this factual claim hard to document. Can Graff really believe such a foolish piece of politically correct cant?

The losers have to be Graff's stu-



ELLEN VERDON

dents. He assigns only two novels: Conrad's (which is about 85 pages) and Achebe's (let us hope he is a better novelist than critic). The rest of the syllabus is criticism, much of it political. The exhilarating process of the solitary reader coming to terms with a great piece of fiction seems a side issue in Graff's class. But perhaps he values criticism more than literature.

As for the black students whom Graff expects to be offended by the story's images of Africans: Why assume that black students lack the empathy and imaginative capacity to understand Marlowe's unease and isolation? Africans were a rarity in

Europe during Conrad's lifetime; surely the sight of them in their native dress and habitat would have astonished and unnerved most Europeans, just as the colonizing Europeans must have seemed frightening and bizarre to the Africans. To deny black students the chance to deal thoughtfully and objectively with such diverse perspectives would indeed be racist. BARBARA RHOADES ELLIS Santa Cruz, Cal.

TO THE EDITOR:

For more than a quarter century now, an astonishing number of professors of literature have seemed bored with their subject. They appear to have preferred to expound, instead, politics, sociology, anthropology, psychology and, alas, in their latest phase, even philosophy, on each of which they are all too often badly informed.

Gerald Graff is merely a more visible example of this regrettable tendency. So far as I am aware he has degrees in none of these subjects but English literature. He tells us that theory drove him to it. For years, himself in deepest darkness, he taught *Heart of Darkness*—straight. Then Chinua Achebe tore the scales from his eyes. He had been in the grip of a bad theory. Now he has got a good theory. Now literature is central no longer; politics and sociology and psychology are.

The cosmologist Sir Arthur Eddington also found himself in the grip of an old-fashioned theory dispelled by a newer one. He discovered, he wrote, that the one chair in his study was really two—one, the old-fashioned, solid, wooden one upon which he had sat for so many years, and the other, the new chair of physical sci-

ence composed of atoms rapidly vibrating in mostly empty space. Though he purported to be puzzled as to which of them was the *real* wooden chair, Eddington appears to have had more common sense than Professor Graff, reminding content to sit on his decidedly less-theoretical wooden chair.

May one suggest that Professor Graff follow Eddington's admirable example, sit on his less "theoretical" chair, and give up altogether both his very odd use of the word "theory" and the many subjects for which he was not trained in favor of the one for which he was: literature?

HARRY R. GROSS
Professor of Philosophy
York College
The City University of New York
Jamaica, N.Y.

TO THE EDITOR:

Gerald Graff's essay is a dandy illustration of what has gone wrong in the universities. The most glaring item is simply his belief that classroom discussions should be dominated by political concerns. That is as aberrant as claiming that they should be dominated by sexual concerns.

The other glaring item is his pedagogical method of giving a contemporary text (with no status as classic) equal time with a great work such as *Heart of Darkness*. And please let us not hear the idiosyncrasy that universities have no right to identify great works. Suppose Graff is teaching a course called the Modern British Novel. Suppose he decides that he can fairly assign 12 long novels in one semester. That might mean 12 masterpieces. However, he is now constrained by his "equal time" principle for some oppositional text. This means he assigns only six great works, which destroys the canon by 50 per cent. The losers are all of his students, black and white. The blacks will sustain a serious loss in their ability to function at the highest level in the cultural mainstream. Their egos may be improved by the choice of a probably third-rate black writer, but this is not really the way to elevate blacks into the highest regions of power. Intellectual and cultural power is much more important than political and economic power.

A third wrong turn for Graff is his poison-pen assumption that those of us who have taught *Heart of Darkness* for 30 years in our "blind" tradi-

tional ways have failed to stress the political overcurrents, some to the detriment of Western white colonialism and some to the detriment of African slowness and barbarism.

There never has been a time when these complex polarities were not emphasized—including various other oppositions such as the probable semi-fidelity of the pale British woman and the erotic splendor of the jungle mistress. Furthermore, those of us trained at Chicago in the enlightened 40's and 50's had the benefit of the Chicago pluralists, who encouraged a generous catholicity of critical approaches, which was clearly superior to the one-track political vision of Graff. I hope some of the ghosts in the Chicago buildings will speak him soon.

We were not encouraged to refuse to look for the best theories. Graff indicates that in his classes there is no effort to adjudicate between conflicting theories.

At least Graff is honest enough to admit that he has accepted the Marxist view that the classroom should be politicized, and the only question is "whose politics are better." And it should be hard for him to say, because he hates to judge between competing theories.

Graff's essay shows why the university is failing. But he is a great guy. He is not his true self. He has contracted the mother-of-all-viruses: the dreaded French flu.

WILLIAM MCMAHON
Professor of English
Western Kentucky University
Bowling Green, Ky.

TO THE EDITOR:

"What Has Literary Theory Wrought?" like almost everything else by Gerald Graff, is sober, informative, and remarkably well written. I agree with most of it. But I would like to add that perhaps Graff gives contemporary literary theory more credit than it deserves for introducing a multiplicity of viewpoints into the teaching of literature and the writing of criticism.

As far back as the prehistoric 60's, casebooks abounded whose aim was to show students that no single reading of a literary work was privileged. There were casebooks for *The Catcher in the Rye*, *The Adventures of Huckleberry Finn*, *Gulliver's Travels*. Whole series of collections were produced by D.C. Heath, Prentice-Hall, and others; Routledge's

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admirable Critical Heritage series conveyed the same lesson.

Although Graff implicitly acknowledges what I am about to say, I would like to suggest that today's self-flattering obsession with "Others" plays a large role in contemporary academic satisfaction with our own virtuous open-mindedness. . . . If today's academic ideologies maintain that no position is privileged (a not unreasonable claim), then not even the position of the Other can be legitimately looked upon as privileged because, in undisputable fact, *Everybody is an Other*. Even Graff and me. And if no position is privileged, then no Other is any more important or omniscient than anyone else.

Graff's new method of teaching is really old—and though it is certainly a good method—no method exists that will ever enable us to outwit the moral limitations imposed upon our actions in the world by mortality. One of the greatest hubrises of today's academic left is to think it can do so. . . .

HAROLD FROMM
Independent Scholar
Burrington, Ill.

Law students' reluctance to challenge professors

TO THE EDITOR:

Your "Note Book" entry (January 29) concerning law students' unwillingness to challenge professors' views in classes, exams, or papers reflects not so much on the law students as on the law schools themselves and legal processes in general.

I have a doctorate in psychology and am currently enrolled in law school. I have been struck by the differences in my experiences of classroom atmosphere. Graduate education in the social sciences encourages students to challenge professors' views. There is an assumption that professors may learn from students. Students win points by being constructively critical and creative.

In contrast, legal education teaches us that to adopt the professor's views is the best means to succeed. (Actually, law students do challenge professors' views but rarely in class; we hold our critical discussions among ourselves.)

It seems to me that the relationship between students and professors in law school reflects the relationship between attorneys and judges: The

established way to win a case is to refrain from overtly challenging the court. With its system of reliance on precedent, law is the only game in which you win points by finding that someone else has had your idea first.

For law students to meet expectations and be assertive in class, perhaps something even greater than the dynamics of the law-school classroom must be changed.

ROGER J. R. LEVISOUE
Columbia University School of Law
New York City

The contention at Lees College

TO THE EDITOR:

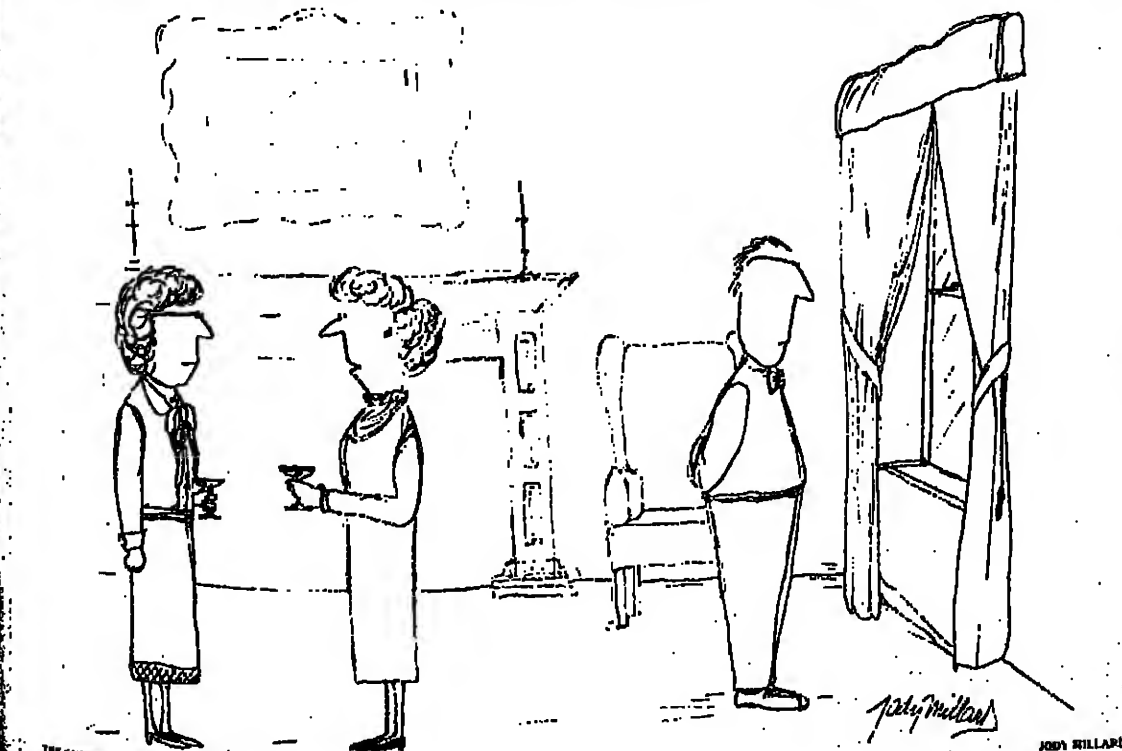
The Lees College chapter of the American Association of University Professors, speaking for a majority of the college faculty, would like to comment on quotes attributed to Trustee Board Chairman J. Phil Smith in your January 22 "In Box" article on the college.

With 130 persons driven off or fired since William B. Bradshaw became president in 1988, although the staff totals only 60 positions, most of the faculty is new. If the faculty is composed of lazy, small-minded liars, as Mr. Smith claims, it is because Dr. Bradshaw is as bad at hiring faculty as he is at running the college.

In truth, the Lees College faculty is, despite Bradshaw, a remarkably close-knit, dedicated group, united as much by its mission to teach the students of eastern Kentucky as by its quest for true academic freedom under a responsive, responsible administration. Besides, with credit-hour loads of between 15 and 17 hours, we do not have time to be lazy.

Both Bradshaw and Smith confuse intimidation with leadership. Although Lees has a fine dean and other able administrators despite yearly purges, Bradshaw needles and threatens on a daily basis while he should be off raising money. Instead of using in-house talent, he wastes funds hiring outside consultants, including his daughter, and then jets off to Japan. The board has made us the laughingstock of higher education in Kentucky by offering Bradshaw a 10-year contract despite two faculty votes of no confidence.

The faculty wishes it were able to work for a gentleman, but the Board of Trustees supports Bradshaw. . . .



THE CHRONICLE OF HIGHER EDUCATION
"Herbert has taught the same section of freshman literature for six years. Today he was informed that his ratings were down, and they're considering adding a co-anchor."

In the meantime, we hope investigations by the AAUP and the Southern Association of Colleges and Schools will reveal the truth of our claims.

M. KAY MILLER
Associate Professor of English
and Secretary
Lees College AAUP Chapter
Jackson, Ky.

NEH Challenge Grants reduced, not eliminated

TO THE EDITOR:

Stephen Burd's article about the National Endowment for the Humanities' Challenge Grant program ("Humanities Scholars Fear Loss of Popular Challenge-Grant Program," January 29) states that the office I direct has been eliminated. And yet here I am at the same desk, in the same office, doing the same job I have done for the past five years.

The major difficulty I face at present is the reduction that the U.S. Congress made this year in the appropriation level for our grants. The endowment had requested an increase for this program that would have allowed us to make 40 or more awards. With this reduction, only 26 will be possible.

In spite of the misleading impression given in Mr. Burd's article, the involvement of three other divisions in the review of Challenge Grants has strengthened, not weakened, the program. All grants continue to be administered out of this office, but I have gained a new group of working colleagues in the divisions of research, education, and public programs. This office still prepares the guidelines, which remain exactly as they were the previous year. In spite of the speculation in Mr. Burd's article, the same types of projects are eligible now as before—not short-term projects but endowments, capital construction, and other activities that provide lasting support for humanities institutions.

To continue to provide this long-term support for cultural institutions, the endowment has requested that the funding level for Challenge Grants be restored to previous levels in fiscal 1993.

All this and more I could have explained to Mr. Burd had he contacted me before writing his article. I can only hope that the misleading impressions left by Mr. Burd's article do not



T.P. "Masses with Paradigms" Sims

discourage institutions from applying to our Challenge Grants program.

HAROLD CANNON
Director of Office of Challenge Grants
National Endowment for the Humanities
Washington

Twain project suffers from 'imperial vision'

TO THE EDITOR:

As someone who knows fairly well the volumes published by the Mark Twain Project, let me point out the primary reason that it is having trouble getting funding ("Financial Pressures and Demands by NEH Put Future of Twain Project in Jeopardy," February 12), by providing an example of the editorial overkill that has been one of its hallmarks.

Volume One of the *Letters* reproduces a telegram that Twain sent on June 21, 1858, concerning the death of his brother Henry in a riverboat explosion. The text consists of one line: "Henry died this morning leave tomorrow with the Corpse Saml. Clemens."

This single line is given a 27-line note (more than half a page) describing Henry's death, Twain's journey to Hannibal with the body, and the burial. A preliminary note states, "In the original document about two hundred words, printed in very small type below the company's name, describe the 'terms and conditions' for anyone relying on its services. . . . the 'terms and conditions' are reproduced in full in the textual apparatus." Sure enough, among the 200 pages of matter at the back of the volume is a reprint totaling 19 lines of the restrictions Western Union placed on any telegram sent in 1858.

If this sounds like a special case, I invite anyone to go through the three volumes of *Letters* published so far to see that it is in fact the norm.

In a world where time and money meant nothing, the effort that went into producing this quantity of information on a single line would be defensible. In the real world, however,

where people draw salaries and books cost money and scholars grow old and die, it is unreasonable to ask for a "lean and mean" edition of the voluminous Twain papers instead of one more suited to an Imperial Edition of the edicts of Louis XIV? Would not all those scholars who hunger for published versions of Twain's letters be better served by a steady flow of volumes of the letters with only enough commentary for comprehension? How much further along would the *Letters* be now if the project had not felt the need to construct an entirely new method of transcription (called "plain text") though it is by no means plain) and had printed letters in clear text as every other edition of the letters of American authors does?

Three volumes of *Letters*, containing approximately 500 items, have been published in the last five years. If, as your article says, 10,000 of Twain's letters survive, a simple extrapolation shows that, under the present circumstances, it will take 100 years to publish the full 60 volumes required to print them all. The project will need financial support in all of those years; at the current level of funding requested from the NEH (\$635,000 for two years), the American taxpayer (or rather several generations of them) will have shelled out almost \$32,000,000 for this one project alone.

This does not take into account any time-consuming work that will be done concurrently on Twain's published works or on his enormous autobiography. . . . The Twain Project has suffered from a reality problem for many years. The news that it is cutting back on its commentary in the *Letters* volumes and printing only selected letters from the latter phase of Twain's career is an indication that it is finally addressing that problem.

From the simple standpoint of all of us who want as much Twain as we can get but who do not need an encyclopedia, please, please continue to

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Damaging Myths About the Teaching of Mathematics

Continued From Preceding Page

are far lower than those of mathematical researchers at universities.

In addition, federal and state support for mathematics education is shrinking, further eroding salaries and mathematics programs. Only a veritable "crisis," such as the nation's inability to sustain semiconductor research or evaluate drug therapies for AIDS, would create enough public pressure for increased support.

The constant, strident, and dire warnings by math educators of the imminent collapse of mathematics education are unlikely to be sufficient.

If the general public sees any crisis at all, it is that our students cannot do the calculations that most people regard as mathematics. But mathematics is much more than calculations; it includes relationships between concepts and formulas and requires the ability to state problems clearly and evaluate various quantitative solutions.

As the Curriculum and Evaluation Standards for School Mathematics, published by the National Council of Teachers of Mathematics, state, "If all students do not have the opportunity to learn mathematics, we face the danger of creating an intellectual elite and a polarized society. The image of a society in which a few have the mathematical knowledge needed for the control of economic and scientific development is not consistent with the values of a just democratic system or with its economic needs."

A crisis in mathematics education does exist, and faculty members need allies in their struggle for additional support. If we fail to convince the public that a crisis exists, math educators will remain underpaid and inadequately prepared to cope with the needs of our students.

The last myth I want to present is, to mathematics professors, perhaps the most pernicious.

MYTH. Students' failure to learn is the teachers' fault.

FACT. Students' learning is affected by many factors, including their own interest, background, ability, confidence, and the availability of resources such as adequate teachers and textbooks, calculators and computers, and sufficient study time. However, the "action plan" that accompanies the National Research Council's report asserts that faculty members should "set a stringent personal standard that if my students don't learn, it is I (not my students or their previous teachers) who have failed." This "standard" places an impossible burden on faculty members and is an unacceptable and unwarranted assignment of blame. Why does the council think we possess such an awesome power over the lives of our students?

STUDENTS will learn material in any course, mathematical or not, if they believe there is something interesting or useful to be learned; if they have the background and the ability to learn the material; if the necessary resources are available; and if they believe that their efforts are worthwhile and influence their mastery of the subject.

Learning is a cooperative, interactive experience among students and faculty members; the process is dependent on a host of resources. Only by understanding how these elements interact to produce that partially finished product, the "educated person," can we improve mathematics education.

William C. Ramaley is a professor of mathematics at Fort Lewis College.

Letters to the Editor

Continued From Preceding Page
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University of Vermont
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BIM ANOST
Adjunct Instructor of Composition
Pennsylvania College of Technology
Williamsport, Pa.

Decreasing demand for scientists

TO THE EDITOR:

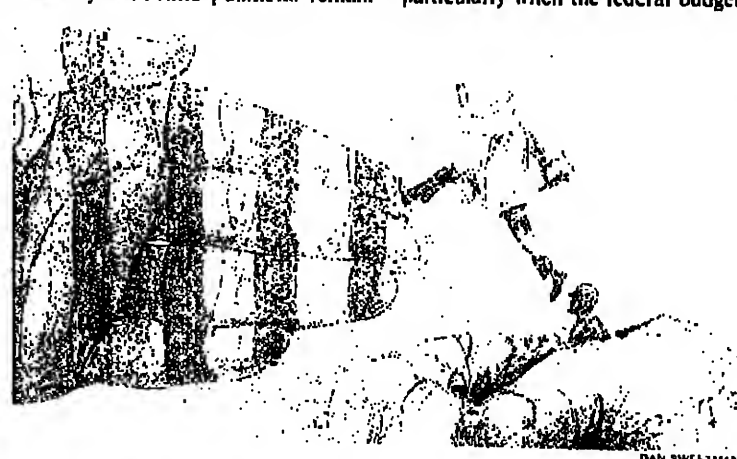
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In academia, there are many more applicants than open positions. University physics departments to which I applied last year consistently reported well over 100 applicants per position; the prestigious University of Illinois at Urbana-Champaign reported nearly 500 applicants for one professorship.

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I am proud to say my own institution is among those where students and administrators have worked together to find individualized answers to individual circumstances. . . . Hudson Valley Community College has a dedicated computer laboratory with voice-activated computers and large-screen monitors for the sight impaired; slotted keyboards for palsied hands; and thesauruses for the learning disabled. The college has entered into exciting partnerships with IBM and other companies to provide training and internships for students with disabilities. . . . The faculty has willingly rescheduled exams, moved classes, and worked with interpreters to assure access to all courses. . . .

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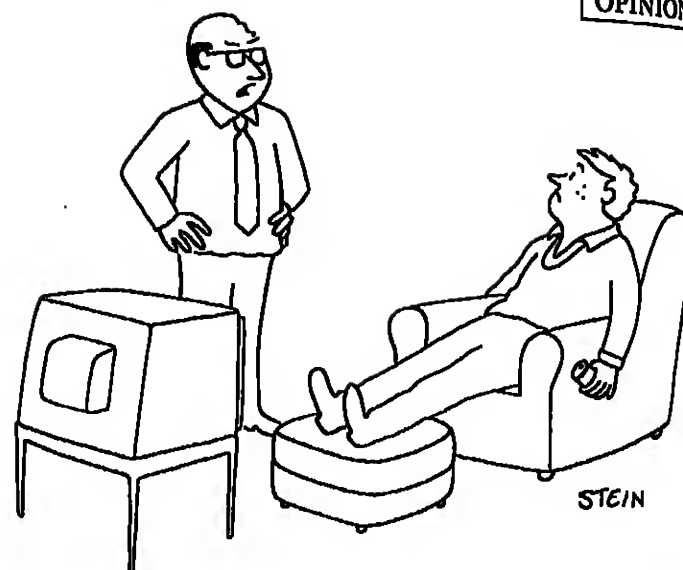
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OPINION



"When I was your age, I was already forming ad hoc committees!"

THE CHRONICLE OF HIGHER EDUCATION

STEIN

OPINION

vate versions of public policies for democratically developed ones ("Role of Accrediting Agencies Questioned Following Storm of Criticism and Debate," February 19).

An instance is the Western Association of Schools and Colleges' current treatment of "diversity." Both in its selection of individuals for its own projects and in its public communications, WASC practices "diversification" by stressing the inclusion of one under-represented group while ignoring others. This practice is intentional.

In response to my complaint that WASC's draft policy on diversity focuses on one protected class to the exclusion of others, including disabled persons, Sister Magdalena Coughlin, Chancellor of Mount St. Mary's College and chair of WASC's diversity committee, writes to me: "... there are many facets of discrimination—all too many!—in our society that need addressing. We hope that focusing upon one aspect of this will insure more results than a more-inclusive effort" (private communication dated January 22, 1992).

This is offered as a reason for omitting disabled persons from WASC activities, including the groups consulted in preparing WASC's draft policy and handbook on diversity. No wonder employment of disabled persons by institutions accredited by WASC has plummeted. How irresponsible to be complicit in persuading college students that the work force not include disabled persons!

In my 25 years of experience in faculty governance and affirmative action, state and federal governments have offered access to disabled persons seeking redress for under-representation, while WASC arrogantly justifies its exclusion of this group by claiming the right to sacrifice them for a greater good. By lagging far behind state and federal policy makers, and by camouflaging its exclusionary practices as justifiable expedients for doing good, WASC demonstrates the danger of letting the hermetic, self-indulgent self-reg-

ulation of regional accrediting processes define higher education public policy.

ANITA SILVERS
Professor of Philosophy
San Francisco State University
San Francisco

National-service plan is criticized

TO THE EDITOR:

Congratulations on your article about Arkansas Gov. Bill Clinton's student-aid plan ("Tying Student Loans to National Service Gets Campaign Spur," January 29). Not only are there problems with the national-service plan, there are greater problems with the other half of the plan, which would mandate the payment of the rest of students' debts through the income tax. This is another form of the student-loan bank and could lead to much higher tuition and to Congress's abolishing the student-aid programs, as Clinton suggests.

JOHN MALLAN
Retired Vice-President
for Governmental Relations
American Association of State
Colleges and Universities
Washington

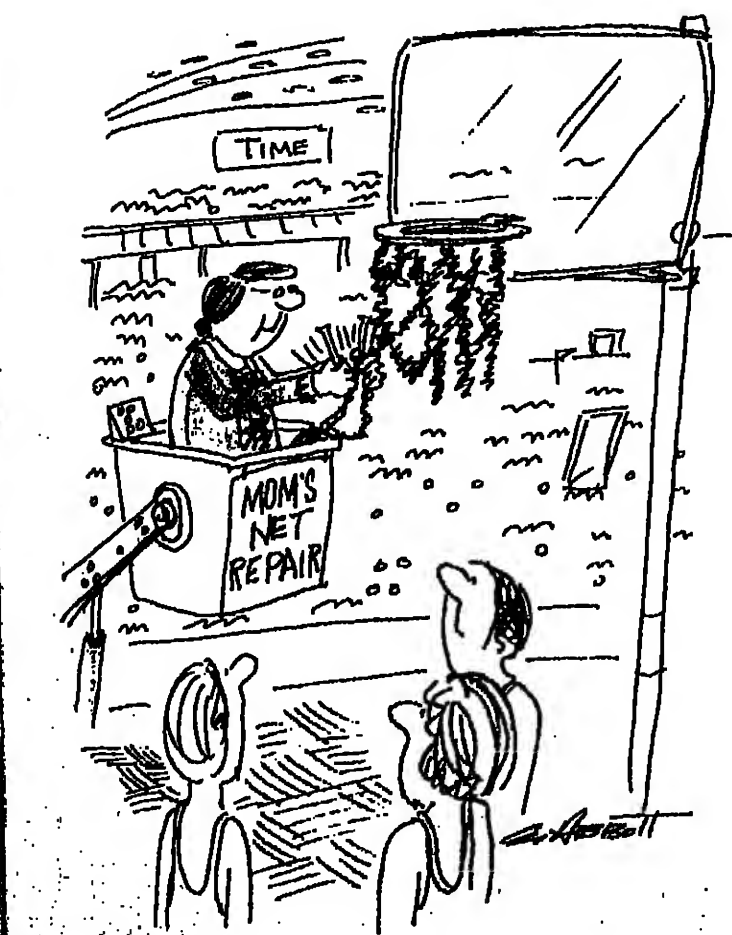
Questions of neutrality in freshman seminar

TO THE EDITOR:

I find Nancy Grace's statement, "As a teacher I can't teach from a neutral perspective because I don't think there is one," refreshingly candid and pedagogically monstrous ("Race, Gender, Class, and Culture: Freshman Seminar Ignites Controversy," January 29).

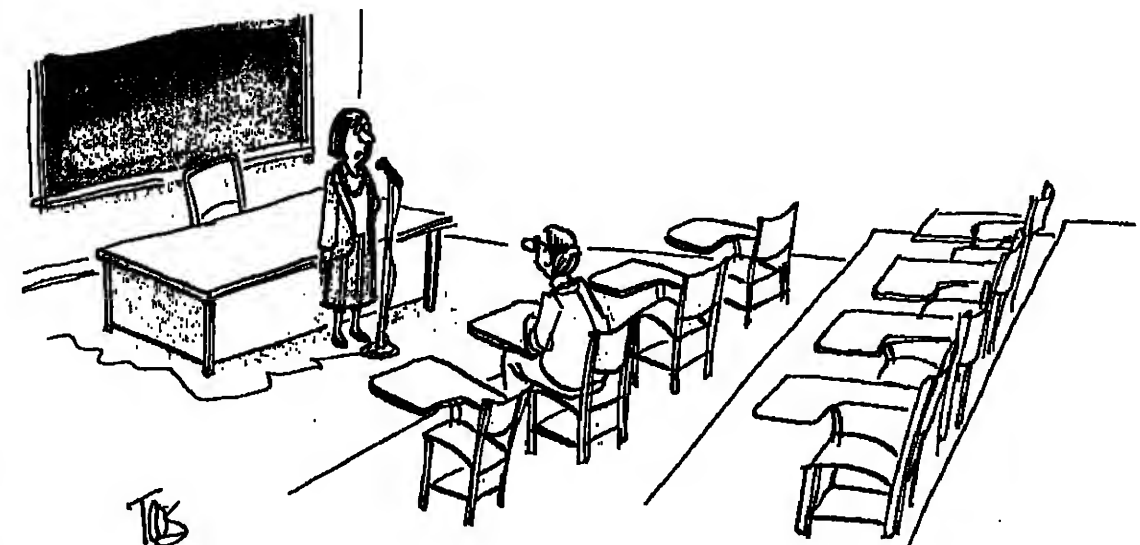
In a course entitled "Difference, Power, Discrimination: Perspectives on Race, Gender, Class, and Culture," one might hope that the instructor understands the difference between the respective power wielded by an assistant professor of English and a first-year student. . . .

Under such circumstances, it would behoove the instructor to maintain an appearance of neutrality, even if such neutrality were, in



THE CHRONICLE OF HIGHER EDUCATION

GEORGE ARBITT



THE CHRONICLE OF HIGHER EDUCATION

ANDREW LOGAN

"I hereby call to order this special Sunday-morning meeting of the Faculty Senate."

fact, only a useful way of avoiding the inevitable consequences of the sharp inequalities each participant brings to the situation. Yet there is no recognition by Ms. Grace that she is duty-bound to redouble her efforts in the direction of impartiality, rather than simply give in to her partisan views and let the chips fall where they will. (On the student's head, given the power differential.)

Little wonder, then, why some students find the experience "heavy handed in one direction," as Jeremiah Jenne stated. Good ideologies often make poor teachers. But ideologies on the subject of "Difference, Power, Discrimination" should at least pay attention to how they teach and whether their teaching recapitulates the very inequities their subject matter attempts to explore and presumably redress. LLOYD B. LEWIS
Professor of American Studies
Savannah College of Art and Design
Savannah, Ga.

The blindness of PC proponents

TO THE EDITOR:

The letters by Douglas Robinson, Cane Kalmowitz, and Jules R. Benjamin ("Political Correctness: Essential to American Values?" Letters to the Editor, February 5) in response to my article, "The Origins of PC" (Opinion, January 15) only give us more examples of the blindness of the politically correct.

Robinson blithely equates political correctness with democratic thinking, thus begging every question at issue and conveniently forgetting a major thrust of the argument that he was supposed to be answering: that because of their ignorance of history, the politically correct stumble into positions that are undemocratic and on occasion fascist in their implications. He even tries to make political correctness the democratic alternative to Nazi Germany (the real world fortunately offers us more alternatives) but without remembering that I had pointed to the role of cultural relativism (a central PC idea) in preparing the way for Nazi ideology. . . .

Look at this exposition of one of the current multicultural shibboleths: "The greater the readiness to subordinate purely personal interests, the higher rises the ability to establish comprehensive communities. . . . This state of mind, which subordinates the interests of the ego to the conservatism of the community, is really the first premise of every truly human culture." Who said this? It

might have been any one of our contemporary critics of bourgeois individualism, but it wasn't. It was in fact Adolf Hitler, in *Mein Kampf*, chapter 11.

Benjamin's world is divided into "anti-colonialist states" and "imperial states," evidently so that he can continue to cling to the PC fantasies about the primitive innocence and moral superiority of the third world that I criticized. (I wonder where Chinn or the former U.S.S.R. would fit into this rigid framework?) He ducks the real issues I raised: the status of women and the attitudes toward other tribes and races still found in the third world. Alas, mere words will not change the sad fact

that the third world is distressingly un-PC. The extraordinary feats of self-deception that I mentioned are still being performed by Benjamin.

Kalmowitz objects to my distinction between theoretical analysis and political or social activism, which he finds to be an "imaginary boundary." This is, of course, based on a well-known PC argument, which goes as follows: (1) All of us have a political agenda, (2) therefore we and all that we do are equally political, (3) therefore we should not try to separate political considerations from academic analysis, and (4) therefore there is no difference between politics and academic analysis.

I have no quarrel with the first assertion, but steps two, three, and four most decidedly do not follow from it, as we can see when we repeat the same steps with another example: (1) None of us is without fault, (2) therefore we are all equally guilty, (3) therefore we should not worry about whether our behavior is morally good or bad, (4) therefore there is no difference between vice and virtue.

The fact that parking illegally and committing murder can both be assigned to the category "illegal acts" does not mean that they are not importantly different in degree, just as there will be important differences in the degree to which political considerations have infected and distorted academic analysis in a given case.

But there is surely also a difference in kind between rallying support for a political cause and analyzing arguments. The Robinson, Kalmowitz, and Benjamin letters are examples of how the latter atrocities when subordinated to the former. As for the ivory tower: Kalmowitz has things the wrong way round. It is political correctness that is the ivory-tower phenomenon, for where but in academe could the politically correct live so cozily with their rigid beliefs, untroubled by reality?

JOHN M. ELLIS
Professor of American Literature
University of California at Santa Cruz
Santa Cruz, Cal.

A case for 'investing' in higher education

TO THE EDITOR:

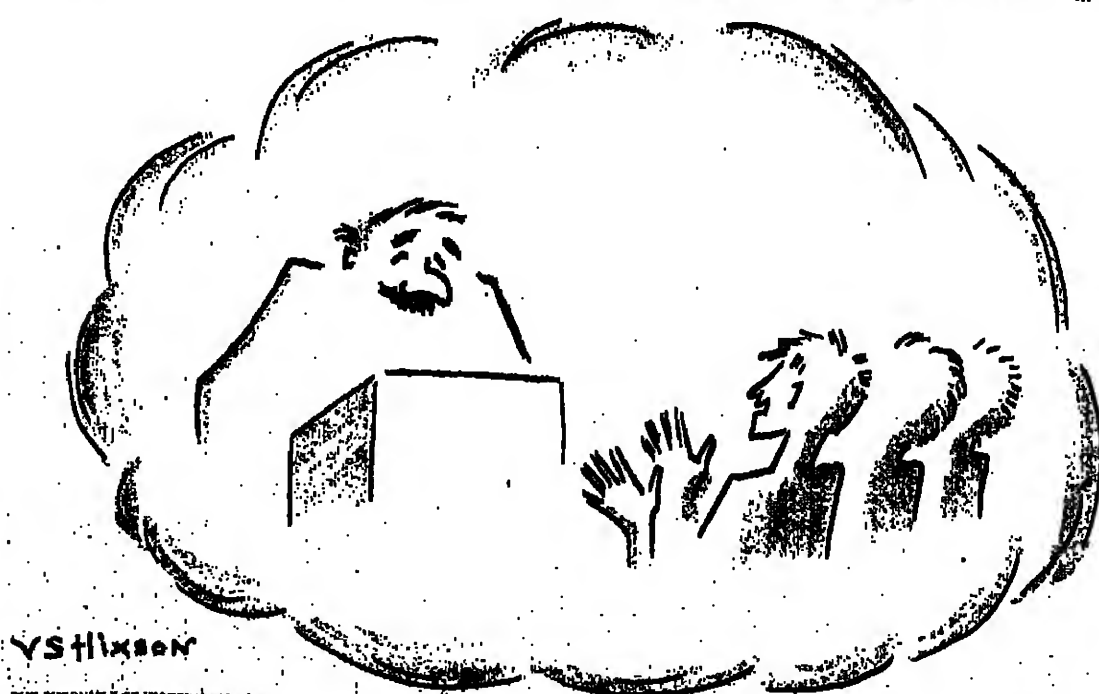
Congressman Dave McCurdy of Oklahoma, in support of the President's effort to limit support for higher education expenses to those with the highest grades ("Colleges Criticize Proposal to Tie Eligibility for Pell Grants to Grades," February 5), is quoted as saying: "The real key here is, How do you incentivize students to perform better?"

I would like to talk the good Congressman into realizing that investing in higher education for a wide range of people will be beneficializing for America, even benefiting future Congressmen.

THOMAS WIECKOWSKI
Assistant Professor of Administration
Drexel University
Philadelphia

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



YSHIXSON

THE CHRONICLE OF HIGHER EDUCATION

DREAMS OF ACADEMIC GLORY

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VIVIAN SCOTT BROWN

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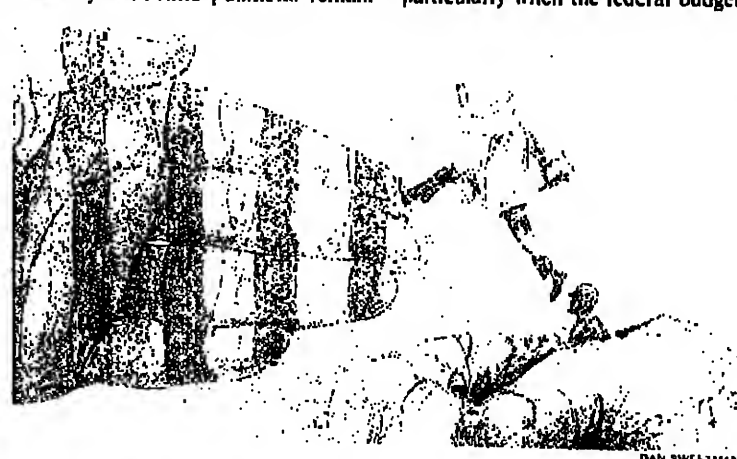
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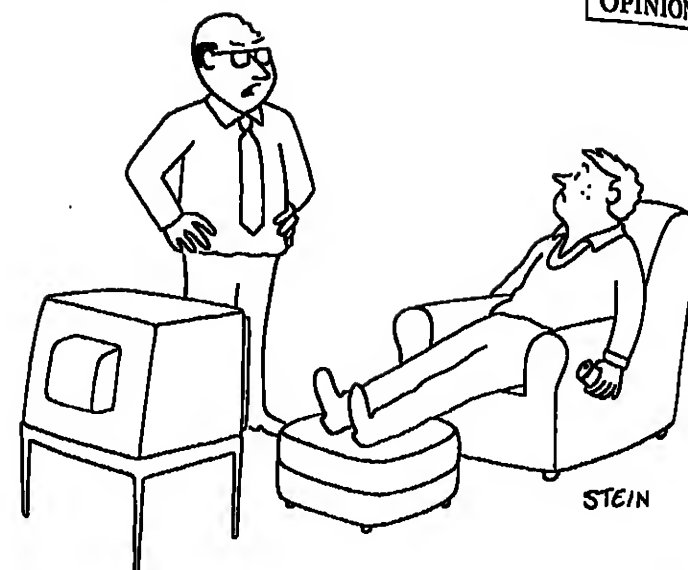
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OPINION

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ulation of regional accrediting processes define higher education public policy.

ANITA SILVERS
Professor of Philosophy
San Francisco State University
San Francisco

National-service plan is criticized

TO THE EDITOR:

Congratulations on your article about Arkansas Gov. Bill Clinton's student-aid plan ("Tying Student Loans to National Service Gets Campaign Spur," January 29). Not only are there problems with the national-service plan, there are greater problems with the other half of the plan, which would mandate the payment of the rest of students' debts through the income tax. This is another form of the student-loan bank and could lead to much higher tuition and to Congress's abolishing the student-aid programs, as Clinton suggests.

JOHN MALLAN
Retired Vice-President
for Governmental Relations
American Association of State
Colleges and Universities
Washington

Questions of neutrality in freshman seminar

TO THE EDITOR:

I find Nancy Grace's statement, "As a teacher I can't teach from a neutral perspective because I don't think there is one," refreshingly candid and pedagogically monstrous ("Race, Gender, Class, and Culture: Freshman Seminar Ignites Controversy," January 29).

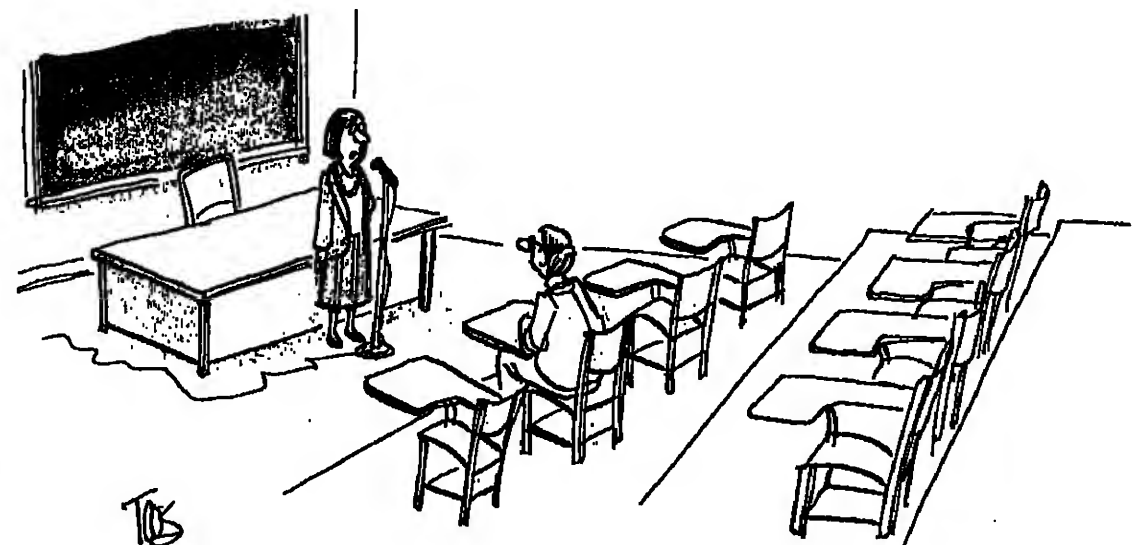
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Savannah College of Art and Design
Savannah, Ga.

The blindness of PC proponents

TO THE EDITOR:

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But there is surely also a difference in kind between rallying support for a political cause and analyzing arguments. The Robinson, Kalmowitz, and Benjamin letters are examples of how the latter atrocities when subordinated to the former. As for the ivory tower: Kalmowitz has things the wrong way round. It is political correctness that is the ivory-tower phenomenon, for where but in academe could the politically correct live so cozily with their rigid beliefs, untroubled by reality?

JOHN M. ELLIS
Professor of American Literature
University of California at Santa Cruz
Santa Cruz, Cal.

A case for 'investing' in higher education

TO THE EDITOR:

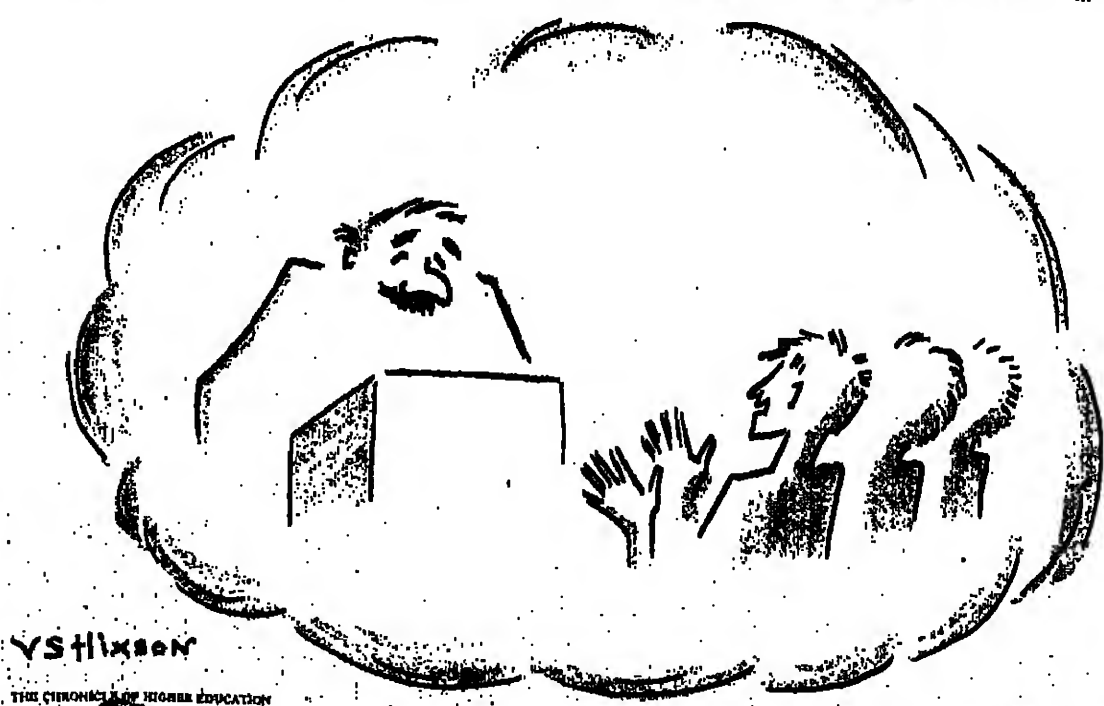
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I would like to talk the good Congressman into realizing that investing in higher education for a wide range of people will be beneficializing for America, even benefiting future Congressmen.

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Philadelphia

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YSHIXSON

THE CHRONICLE OF HIGHER EDUCATION

DREAMS OF ACADEMIC GLORY

Thrilled by the last lecture, the class rises in spontaneous applause.

VIVIAN SCOTT BROWN

Letters to the Editor

Continued From Preceding Page
cut back on the imperial vision. Let Mark speak to us without a gaggle of editors commenting on his every word. Present him accurately, then stand back. The man never did like to be crowded.

RALPH H. ORIEH
Professor of English
University of Vermont
Burlington, VT

Pa. education budget held in 'reserve'

TO THE EDITOR:

I noted with great interest your February 12 article on reduced spending at state universities ("Mid-Year Budget Cuts Reported by Public Colleges in 22 States") and the accompanying map that indicates that Pennsylvania is not one of the states where the education budget was cut mid-year.

Here, Gov. Robert P. Casey has put 3.5 per cent of the fiscal 1991-92 budget of all state-funded educational institutions in what he calls a "reserve." The status of this reserve is unclear, but it hits all schools, local districts, and universities alike. No one knows whether or when the money in "reserve" may be released to the institutions to which it was promised. However, many are wondering whether the legality of the "reserve" will be challenged soon in court.

Governor Casey unveiled his 1992-93 budget proposal this month. It freezes education spending—not at the level approved in the 1991-92 budget but at the level that remains now that the Governor's "reserve" has gone into effect.

Technically, you could say that the state budget for education in Pennsylvania has not been reduced. But ask any president at a state university whether he can spend what he was promised this year and you'll get an earful.

BIM ANGST
Adjunct Instructor of Composition
Pennsylvania College of Technology
Williamsport, Pa.

Decreasing demand for scientists

TO THE EDITOR:

After reading Joseph L. Birman's Opinion, "The Fate of Scientists From the Soviet Union" (February 12), it is clear that he has not recently participated in the hiring of a scien-

tist. Otherwise, he would not have so glibly accepted the idea of an approaching shortage of scientists.

The National Science Foundation report to which he refers, "The State of Academic Science and Engineering," made no real effort to estimate the demand for scientists; it simply assumed that demand would increase as it had for the first few years of the 1980's. In my field, physics, scientists are employed approximately equally in academic, industrial, and national laboratories. The demand for scientists in all three sectors has frozen or declined.

In academia, there are many more applicants than open positions. University physics departments to which I applied last year consistently reported well over 100 applicants per position; the prestigious University of Illinois at Urbana-Champaign reported nearly 500 applicants for one professorship.

Many academic positions remain



unfilled due to budget constraints. Examples include institutions in California, New York, Florida, and Ohio. A recent article in *The Chronicle* ("State Funds for Higher Education Drop in Year; First Decline Since Survey Began 33 Years Ago," November 6) detailed nearly flat financial support of education nationwide for the last two years—including declines in some of the most populous states. These conditions will in all likelihood persist beyond the end of the recession.

Mass retirement of professors will not open up enough jobs. Over 1,000 Ph.D. physicists graduate per year. At this rate, the entire physics professorate could be replaced in just a few years. Once hired, professors

typically stay on the job for decades, greatly reducing opportunities for future scientists.

A number of American corporate laboratories are downsizing. Well-known examples include Bell Communications Research, IBM, and AT&T Bell Laboratories. Bell Labs' restructuring was not directly related to the recession, but rather responded to a change in the mission of the laboratory to more applied work.

Professor Birman's suggestion of a research tax credit is an excellent initial incentive to restoring research jobs, but as long as research takes years to come to fruition, while corporations must respond to financial pressures in months or weeks, it is only a start.

Creating more national laboratories is a noble idea, but impractical when the existing national laboratories are fighting for financial support. . . . So many interest groups have asked for money from the "peace dividend" that it is unlikely that any significant funds will go to science, particularly when the federal budget

former Soviet Union are facing make our problems look trivial by comparison; we should try to help them as best we can.

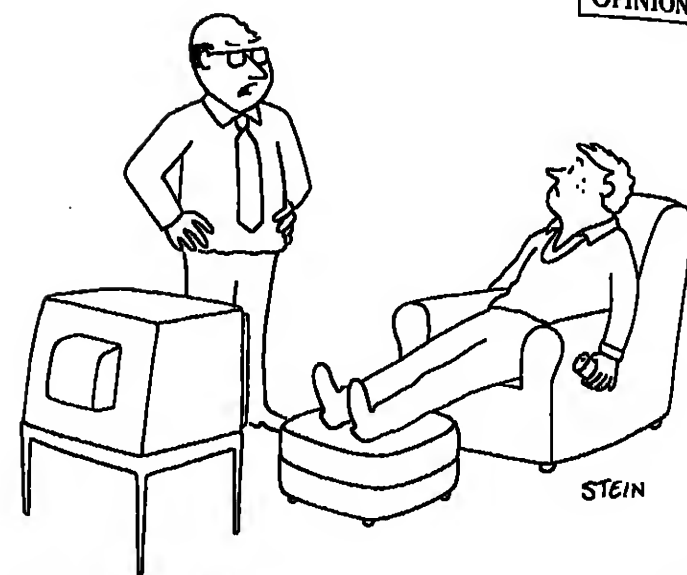
But as Dr. Birman points out in his article, we must be careful not to make the bad situation for young scientists in the United States worse by helping the Soviet scientists. Although I do not claim to have the best solution to this dilemma, I think that his proposed solution ignores several relevant facts.

Dr. Birman poses the question "Can we absorb the displaced scientists?" By way of answer he points to the 1990 "pipeline" report from the NSF that projects a shortage of scientists in the near future. As he correctly states, this projection was based upon anticipated openings in industrial and academic labs. What Dr. Birman fails to mention is that this projection is also based upon growth in the number of permanent jobs from 1990 to 2000.

Clearly, this assumption has been undercut by the present recession and thus the conclusions of that report are rendered useless. In addition, none of the organizations that are responsible for keeping statistics on human resources in the sciences have done an adequate job of tracking postdocs. They usually treat these intrinsically temporary positions as permanent, thereby overestimating the real demand. I would also like to point out that Congress is presently investigating the NSF over its role in publicizing the "pipeline" report; some members of Congress are pretty angry about the way the results of the report were overstated in the press. KEVIN AYLESWORTH
Founder
Young Scientists' Network
Alexandria, Va.

TO THE EDITOR:

I just finished reading the article by Joseph L. Birman in the February 12 issue. As a young American scientist facing a tough job market, I would first like to point out that I think the problems that the scientists in the



"When I was your age, I was already forming ad hoc committees!"

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The Disabilities Act and higher education

TO THE EDITOR:

I take strong exception to the January 29 article "New Federal Regulations on Rights of the Handicapped Under May Force Colleges to Provide Better Access to Technology." David L. Wilson does a disservice to both students with disabilities and to many colleges by his failure to recognize the extensive cooperative efforts made to assure access. Mr. Wilson portrays colleges as unfeeling monoliths moved to action only by legislative imperative and students as passive victims waiting for a champion. Both portraits are counterproductive and untrue.

Many colleges have not waited for legal inducements to provide access to technology. It is simply the right thing to do, and we have gotten on

with it without reference to external pressures, but rather in response to our own consciences. Most students with disabilities are brave and self-motivated individuals who perceive their situations not as handicaps, but as challenges to be met. They have not waited for national campaigns, but have gotten on with their lives with the help of friends and family.

I am proud to say my own institution is among those where students and administrators have worked together to find individualized answers to individual circumstances. . . .

Hudson Valley Community College has a dedicated computer laboratory with voice-activated computers and large-screen monitors for the sight impaired; slotted keyboards for palsied hands; and thesauruses for the learning disabled. The college has entered into exciting partnerships with IBM and other companies to provide training and internships for students with disabilities. . . . The faculty has willingly rescheduled exams, moved classes, and worked with interpreters to assure access to all courses. . . .

Mr. Wilson suggests that this is not enough, and he is right. We have a long way to go and we must constantly upgrade services. But to suggest this effort is only the result of past legislation or that it will be appreciably hastened by future legislation, is a cynical and short-sighted view. . . . JOSEPH J. BULNER
President
Hudson Valley Community College
Troy, N.Y.

TO THE EDITOR:

In your article concerning the rights of the handicapped under the Americans With Disabilities Act, you quote Bob Silverstein, staff director and chief counsel for the Senate Labor and Human Resources Subcommittee on Disability Policy, as saying: "If you haven't paid attention before, you'd better pay attention now."

As a handicapped person and former doctoral student in technology education at West Virginia University, I can offer an expert assessment as to the probability of compliance. They won't. DONALD GILYN
Sutton, W. Va.

Accreditor practicing own form of exclusion

TO THE EDITOR:

By supposing that government involvement is worse than regional accrediting-agency oversight, my old friend Jerry Schneewind does not consider how to restrain accrediting agencies from substituting their pri-

OPINION

late versions of public policies for democratically developed ones ("Role of Accrediting Agencies Questioned Following Storm of Criticism and Debate," February 19).

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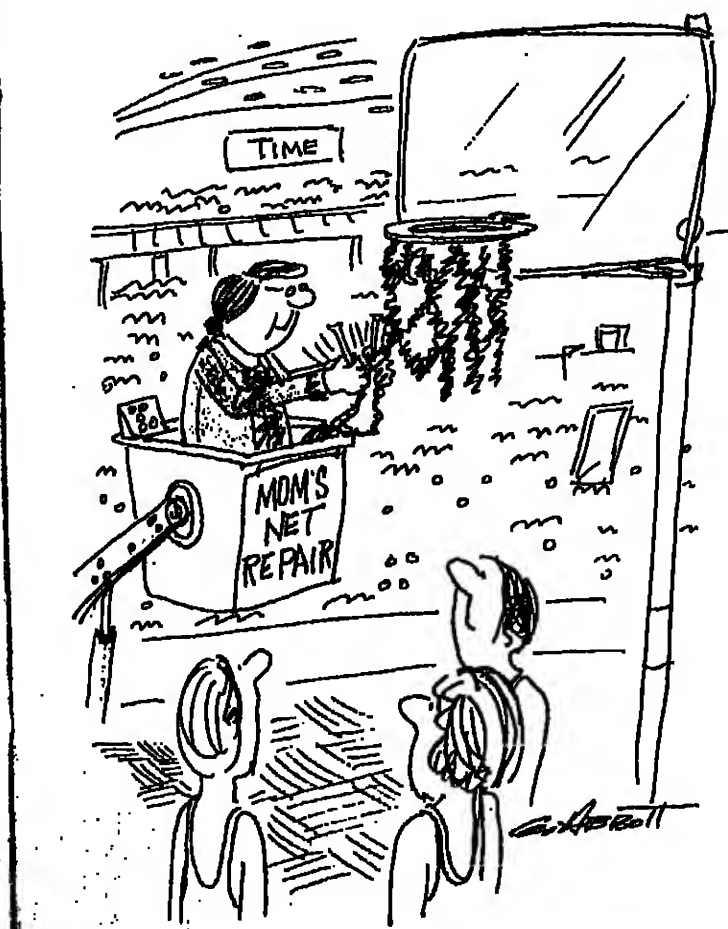
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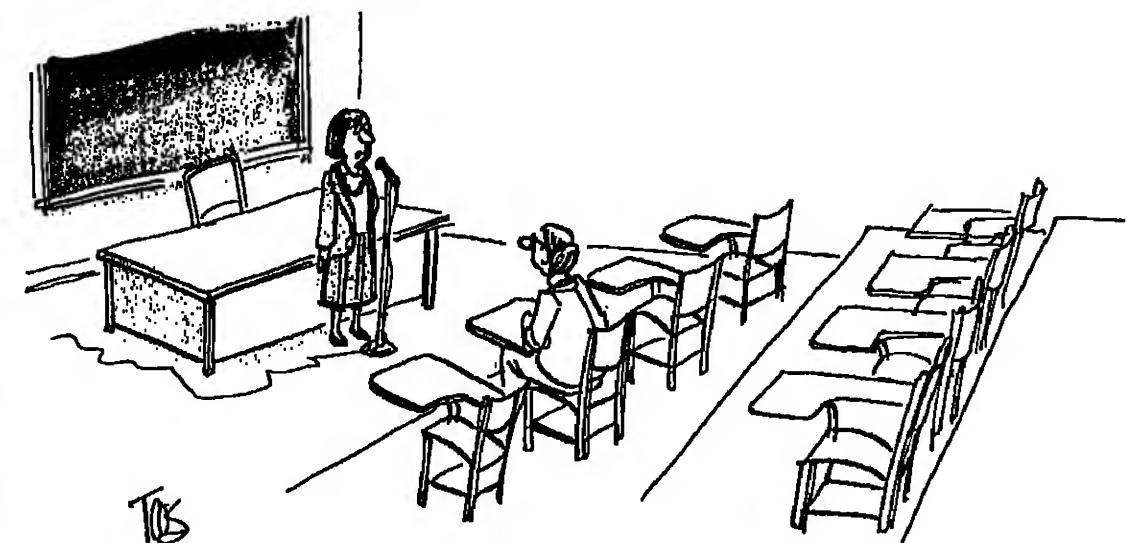
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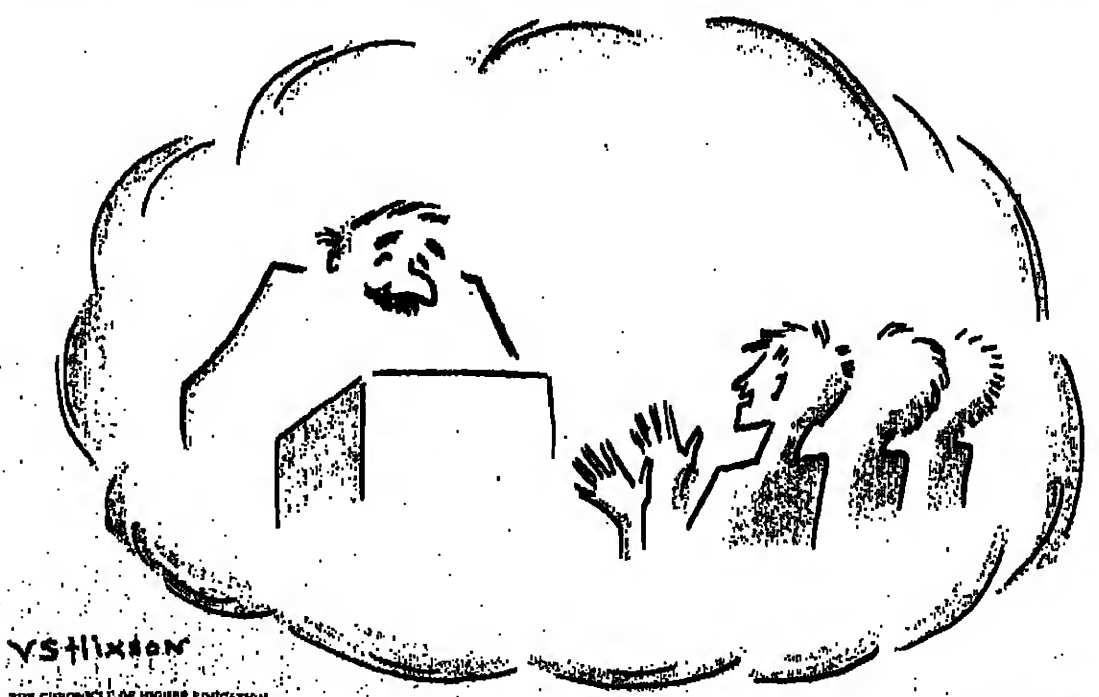
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VIVIAN SCOTT HIXSON

DREAMS OF ACADEMIC GLORY

Thrilled by the last lecture, the class rises in spontaneous applause.



UNIVERSITY OF WESTERN SYDNEY Nepean

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ASSOCIATE PROFESSOR IN EARLY CHILDHOOD EDUCATION (Level D) (Tenurable)

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Applications in triplicate stating full personal particulars (including work and home addresses, telephone and facsimile numbers), qualifications and experience should reach the Recruitment Officer, Human Resources Division, University of Western Sydney, Nepean, P.O. Box 10, Kingswood, New South Wales, Australia 2747, by 22nd April, 1992, Fax No. 61 47 36 327. The University reserves the right to make no appointment to this position.

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Application Instructions: Positions are available September 1992. Applications will be accepted until positions are filled; however, to guarantee consideration, applications should be received by April 3, 1992. Send a letter of application, vita, and a list of references to: Dr. Ralph Frey, Chair, Department of Accounting, Kennesaw State College, P.O. Box 444, Marietta, GA 30067; (404) 423-5316.

Affirmative Action, Equal Opportunity Employer

Anthropology, Arkansas State University, is seeking a full-time faculty position in the Department of Anthropology. The position is located in the Department of Anthropology, Arkansas State University, Main Campus, Jonesboro, Arkansas. The position is a full-time, tenured position. The successful candidate will be responsible for teaching undergraduate and graduate courses in Anthropology. The candidate must have a Ph.D. in Anthropology and at least five years of teaching experience. The candidate must also have a strong research background. The candidate must be able to teach at the undergraduate and graduate levels. The candidate must be able to work independently and be a team player. The candidate must be able to communicate effectively with students and colleagues. The candidate must be able to manage a budget. The candidate must be able to evaluate student work. The candidate must be able to develop and deliver lectures. The candidate must be able to facilitate discussions. The candidate must be able to assign and grade student work. The candidate must be able to provide feedback to students. The candidate must be able to maintain accurate records. The candidate must be able to participate in departmental and university activities. The candidate must be able to represent the university in a positive manner. The candidate must be able to contribute to the development of the department and the university. The candidate must be able to work with students and colleagues to improve the quality of education. The candidate must be able to stay current in the field of Anthropology. The candidate must be able to publish research. The candidate must be able to present at conferences. The candidate must be able to mentor students. The candidate must be able to supervise graduate students. The candidate must be able to develop and deliver lectures. The candidate must be able to facilitate discussions. The candidate must be able to assign and grade student work. The candidate must be able to provide feedback to students. The candidate must be able to maintain accurate records. The candidate must be able to participate in departmental and university activities. The candidate must be able to represent the university in a positive manner. The candidate must be able to contribute to the development of the department and the university. The candidate must be able to work with students and colleagues to improve the quality of education. The candidate must be able to stay current in the field of Anthropology. The candidate must be able to publish research. The candidate must be able to present at conferences. The candidate must be able to mentor students. The candidate must be able to supervise graduate students.

EAST TENNESSEE STATE UNIVERSITY SCHOOL OF NURSING

Department Heads and Faculty Positions

The School of Nursing is comprised of three academic departments and offers accredited associate and baccalaureate degree programs with advanced placement options for accelerated completion. A master's program began in August 1991. The School is a co-receptor of a major W.K. Kellogg award granted to the Division of Health Sciences, as well as other grants and contracts which enable the School of Nursing to operate two nurse-managed clinics - one for the homeless and one extended hours clinic in a rural area.

Chair, Department of Adult Nursing: Chair, Department of Professional Roles/Mental Health Nursing positions require doctorate in nursing or related fields and master's in nursing. Documented achievement in teaching, research and service to be appointed at the minimum rank of Associate Professor. Requires community involvement, membership in professional organizations, demonstrated leadership abilities, and flexibility and willingness to work non-traditional hours as times. Minimum experience of five years in nursing education with preference for experience in a university setting; clinical experience required. Applications accepted until position is filled. Review and selection process to begin immediately. Only completed applications will be considered.

Faculty in each of all specialty areas. Anticipate additional new tenure-track and non-tenure track positions due to expansion and grants. Master's in nursing required; licensure preferred. Certificate as nurse-practitioner in nursing for several positions; practice options available; experience in nursing required and teaching experience preferred. Review of applications will begin immediately and continue until positions are filled.

Additional Temporary Positions which combine teaching and clinical practice as an FNP. Must be eligible for ANA certification as a nurse practitioner and TN prescriptive privileges. Evening and weekend clinics in some positions. Positions contingent upon continued grant and contract funding. All applicants must demonstrate the ability to communicate effectively in written and spoken English. Candidates must have a minimum of three years of experience in nursing education. Send vita and name/address of four references with letter of application which indicates position of interest to:

School of Nursing
P. O. Box 617
East Tennessee State University
Johnson City, TN 37614
Phone: 615-929-5626

ETSU is an Equal Opportunity, Affirmative Action Employer

BARAT COLLEGE

Barat College, an independent, four-year, co-educational liberal arts college with a rich Catholic heritage, is seeking candidates for the following positions described below. Applicants must have a strong commitment to undergraduate liberal arts education. Starting date: September 2, 1992.

The College: A national liberal arts college, Barat was chartered in 1918 and is located in a beautiful suburban community 29 miles north of Chicago on Lake Michigan. Over 200 students from 20 states and 18 foreign countries attend Barat, which offers a range of programs. With a faculty devoted to the teaching and development of students, the College provides a vital curriculum, a fine library, and an attractive and historic campus in which to foster intellectual, social, and spiritual growth.

POSITIONS

Biology Assistant Professor, with Ph.D. and teaching experience, to help develop a strong biology major as well as general education courses. Management and Business Assistant Professor, Ph.D. preferred, or M.B.A. - both with business experience. Concentration in Business Organization and willingness to teach a broad range of courses.

Mathematics/Computer Studies Chair (rank negotiable), Ph.D. in math and broad-based computer and/or programming experience. Will help develop a math major as well as enhance computer science.

Application letter, curriculum vitae, references (including telephone numbers), and unofficial transcripts should be sent by March 30, 1992, to:

Dr. Donald Vanella
Vice President for Academic Affairs
700 East Wadsworth Road
Lake Forest, Illinois 60045

Barat College is an equal opportunity employer.

Architecture, California State University, Fullerton seeks a licensed architect or designer to serve as Director of Design and Construction. This position provides overall coordination for all construction projects on campus and is responsible for the design of minor projects. Permanent position, excellent benefits. For additional information call (714) 773-2122. Applications due April 13, 1992. CSU, Fullerton is an Equal Opportunity Employer. The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Art Assistant Professor of Art, Full-time, tenure-track to teach advanced, computer graphics, survey art history, or art appreciation. Qualifications: MFA or doctorate in art or related area. Teaching experience, ability to teach at the undergraduate level. Salary commensurate with experience. Send curriculum vitae and three references to: Director of Personnel, Northwestern State University, Natchitoches, Louisiana 71497. For additional information call Bill Brown 318-357-4522.

Art Assistant Professor of Art, Full-time, tenure-track to teach advanced, computer graphics, survey art history, or art appreciation. Qualifications: MFA or doctorate in art or related area. Teaching experience, ability to teach at the undergraduate level. Salary commensurate with experience. Send curriculum vitae and three references to: Director of Personnel, Northwestern State University, Natchitoches, Louisiana 71497. For additional information call Bill Brown 318-357-4522.

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NATIONAL UNIVERSITY OF SINGAPORE

Department of Medicine

Applications are invited for teaching appointments in the Department of Medicine in one of the following areas:

Dermatology
Neurology
Rheumatology/Immunology
Medical Oncology
Gastroenterology

Candidates should possess an approved basic medical degree with recognized postgraduate qualifications and preferably training in one of the above specialties.

Gross annual emoluments range as follows:

Lecturer \$553,160-64,200
Senior Lecturer \$558,680-100,310
Associate Professor \$588,650-122,870

(US\$1.00 = S\$1.61 approximately)

The commencing salary will depend on the candidate's qualifications, experience and the level of appointment offered. In addition, appointees will receive a Specialist Allowance (SA) under the Professional Fee Scheme, the rate for which are as follows:

Lecturer 15% or 20% of gross salary
Senior Lecturer 25% or 40% of gross salary
Associate Professor 40% of gross salary

Senior Lecturers and Associate Professors who are designated Consultants may retain in full professional fees earned during the clinical sessions devoted to private patients which are over and above their SA up to twice their gross annual salary. For additional fees earned thereafter, part of the fees to be retained by the staff members will depend on his commitment to teaching, research and clinical service. Lecturers and Senior Lecturers designated as Senior Registrars may retain professional fees earned over and above their SA, up to 60% of their gross annual salary. The number of sessions for private patients will be limited to a total of 11 sessions in a week.

Leave and medical benefits will be provided. Depending on the type of contract offered, other benefits may include: provident fund benefits or an end-of-contract gratuity, a settlement-in-allowance of \$51,000 (or \$52,000, subsidised housing at nominal rentals ranging from \$5,100 to \$5,210 p.m., education allowance for up to three children subject to a maximum of \$510,000 per annum per child, passage assistance and luggage allowance for the transportation of personal effects to Singapore.

Application forms and further information on terms and conditions of service, including the Professional Fee Scheme, may be obtained from:

The Director
North America Office
National University of Singapore
55 East 59th Street
New York, N.Y. 10022, U.S.A.
Tel: (212) 751-0331

Enquiries may also be sent through BITNET to: PERVL1 @ NUS3090, or through Telex: (65) 7783948.

UIC

The University of Illinois at Chicago

JANE ADDAMS COLLEGE OF SOCIAL WORK

Invites applications to fill the newly created position of Associate Dean (Effective August 1992)

Position:

- Support and stimulate faculty seeking external funding for research
- Create an atmosphere among faculty that emphasizes funded and nonfunded research
- Develop a positive and working relationship with federal, state, and foundation funding resources.
- Develop systematic arrangements for academic-service agency collaboration in practice-relevant research
- Provide technical assistance to faculty in the design and preparation of research proposals

Rank and Salary:

- Must meet University requirements for tenure at the Associate or Full Professor rank
- Salary is negotiable and commensurate with experience
- 12 month appointment

Interested persons should submit a letter of application, curriculum vitae, a sample of recent publications, and the names, addresses, and phone numbers of three references. Applications from ethnic minorities and women are welcomed. The search will remain open until the position is filled but screening will begin March 2, 1992. For early consideration, send application materials to:

Professor Des Morgan Kipitrick, Chairperson
Search Committee for the Associate Dean
Jane Addams College of Social Work (BVC 309)
The University of Illinois at Chicago
Box 4348
Chicago, Illinois 60680

The University of Illinois is an Affirmative Action-Equal Opportunity Employer

ministry levels in our study; a second studio class will be included in the evening schedule. A public lecture of personal work will be scheduled during the first semester, and the community will be informed. The first 30 slides of students' work, and three letters of recommendation by April 6, 1992, are required for the return of your slides. Please send slides and letters of recommendation to: Dr. Ray A. Matzian, Dean, School of Art and Design, Southern Illinois University at Carbondale, Carbondale, Illinois 62814-1595. EBU AA Employer.

Art Education, University of Wisconsin-Milwaukee, Tenure track position: beginning August 24, 1992. Assistant/Associate Professor. Salary commensurate with qualifications, experience, 3.30 credit minimum. Qualifications: Doctorate, record of successful public school teaching, computer skills and research skills. Send curriculum vitae and three references to: Dr. Ray A. Matzian, Dean, School of Art and Design, Southern Illinois University at Carbondale, Carbondale, Illinois 62814-1595. EBU AA Employer.

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UNIVERSITY OF REDLANDS

ALFRED NORTH WHITEHEAD CENTER

The University of Redlands, located in Southern California, is a private, non-denominational liberal arts university which offers programs for both residential and non-residential students. The University's Alfred North Whitehead Center for Lifelong Learning provides innovative courses and degree programs for working adults throughout Southern California.

The ANWC anticipates the opening of several positions. All are tenure-track positions at the assistant professor level on a twelve-month contract. Responsibilities in each position will be twofold: half the work will consist of teaching and scholarship activities; the other half will be providing academic leadership involving curriculum development, curriculum and adjunct faculty hiring, mentoring and evaluation.

Candidates must have sensitivity to issues in adult learning programs and interest in working in an ethnically diverse environment. Preference will be given to candidates with experience in adult education. The search committees will start reviewing applications on April 15, 1992. All positions remain open until filled and will be available September 1, 1992.

Department of Management and Business

1. Accounting, Ph.D. or DBA required (preferably with experience in Managerial or Cost Accounting).

2. Management Information Systems: Responsibilities will include teaching in undergraduate IS program and in business programs including MBA, Ph.D. or DBA required.

3. Statistics/Research Design: Terminal degree in related field required.

Department of Liberal Studies

Social Sciences/Women Studies/Ethnic Studies: Responsibilities in this position include teaching courses on multi-cultural issues to Whitehead students and some teaching of courses in residential traditional students. Ph.D. in related field required.

SEND LETTER OF APPLICATION, A CURRICULUM VITAE AND THREE LETTERS OF REFERENCE TO:

Dean's Office
Whitehead Center
University of Redlands
P.O. Box 3080
Redlands, CA 92373-0909

Mark envelope as either Liberal Studies search or Management and Business search.

The University of Redlands is an Equal Opportunity Employer. Minorities and women are especially encouraged to apply.

New York University

Dept. of Art & Art Professions

VISUAL ARTS ADMINISTRATION

Faculty Position

The Department of Art and Art Professions seeks a Clinical Assistant/Associate Professor, non-tenure track, to direct its Visual Arts program in Visual Arts Administration. Renewable Contract, begins September 1, 1992. Qualifications: MA in Art History graduate level teaching experience preferred; curatorial museum/New York art organizations/corporate art world experience, knowledge of 19th and 20th century art and architecture; 18th-20th century Decorative Arts. Application, vita, three letters of reference, printed supporting material, SASE for return of supporting material. To: Leonard Lehrer, Chair, Department of Art and Art Professions, NYU School of Education, Health, Nursing and Arts Professions, 34 Stuyvesant Street, New York, NY 10003. Review of applications begins March 17, continues until position is filled.

NYU encourages applications from women and members of minority groups.

Interested persons should submit a letter of application, curriculum vitae, a sample of recent publications, and the names, addresses, and phone numbers of three references. Applications from ethnic minorities and women are welcomed. The search will remain open until the position is filled but screening will begin March 2, 1992. For early consideration, send application materials to:

Professor Des Morgan Kipitrick, Chairperson
Search Committee for the Associate Dean
Jane Addams College of Social Work (BVC 309)
The University of Illinois at Chicago
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COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTION

ASSISTANT PROFESSOR OF CURRICULUM AND INSTRUCTION

Reading Education, K-12 tenure-track
Position Description: Teach undergraduate and graduate courses in reading education (K-12); advise students; work with local school districts; and conduct research, grant-writing, and service activities.

Qualifications: (1) Earned doctoral degree in education with emphasis in reading; (2) three or more years K-12 teaching experience; (3) potential to attain graduate faculty status; (4) evidence of ability to write grants and conduct research; (5) evidence of professional experience in reading instruction of Northwestern U.S. bilingual populations is preferred.

ASSISTANT PROFESSOR OF CURRICULUM AND INSTRUCTION

Social Studies Education, tenure-track
Position Description: Teach elementary, middle, and secondary social studies methods; teach graduate courses in curriculum instruction; conduct research, grant-writing, and service activities; advise graduate students.

Qualifications: (1) Three years of public school teaching, K-12; (2) earned doctorate in education with emphasis in social studies; (3) eligible for graduate faculty status; (4) evidence of ability to write grants and conduct research; (5) evidence of experience in supervising graduate students; (6) teaching experience with multicultural and ethnic populations is preferred.

Closing Date for Applications: Postmarked no later than midnight, March 31, 1992.

Applications: Send letter of application, vita, three current letters of recommendation, and unofficial transcripts to:

Dr. Jennifer V. Martin, Ph.D.
 College of Education
 Box 3000, Dept. JCUR
 Las Cruces, NM 88803
 FAX (505) 646-2133

About the University: Founded in 1889 as a land grant institution, New Mexico State University has 96 areas of undergraduate study in six undergraduate colleges, 40 areas of study on the master's level, and 19 on the doctoral level. More than 15,000 students study on the 6,250-acre campus located in the beautiful Rio Grande Valley. The College of Education is a member of the prestigious Holmes Group and has an enrollment of 1,300 undergraduates and 300 graduates.

New Mexico State University is an EEO/AAE Employer.
 Office of employment contingent upon verification of individual's eligibility for employment in the United States.

ASSOCIATE OR ASSISTANT PROFESSORS
Tenure Track—Fall 1992

Manhattan College is a private institution sponsored by the Christian Brothers and has an enrollment of approximately 4,500 full and part time undergrad and grad students.

ECONOMICS Ph.D. required / Dr. James Suarez, Dean, School of Business.

MANAGEMENT Ph.D. or close to completion / Dr. James Suarez, Dean, School of Business.

ANALYTICAL CHEMISTRY Ph.D. or close to completion / Dr. Leo Michalski, Chair.

MECHANICAL ENGINEERING BS from A.B.E.T. ME Dept. Ph.D. required / Dr. Vincent Antonelli, Chair.

MODERN FOREIGN LANGUAGES Ph.D. French, Dr. Nevart Wenger, Chair.

Please send CV and references to appropriate department.

MANHATTAN COLLEGE
RIVERDALE, NY 10471

AA/EEO Employer M/F/Women & minorities encouraged to apply

TEACH BUSINESS IN BEAUTIFUL SOUTHERN OREGON

Tenure track AA/Vassoc position in finance for fall '92 with some teaching in accounting and/or major management information systems.

Required: Appropriate ABD or Masters with extensive industry experience.

Preferred: Appropriate doctorate. Multi-cultural experience/exposure. Salary commensurate. Excellent benefits. Review of applications begins 3/15/92.

Write/Call Dr. Kelly Carney, School of Business, Southern Oregon State College, Ashland, OR 97530; (503) 352-6434.

Illness Special Education Teacher, 20,000-40 hours/week, full time teaching (moderate educational needs) in a bilingual classroom at the elementary school level. Must have a degree in Special Education, with at least 3 years of experience. Must have completed a practicum in bilingual special education or New Mexico state licensed or eligible for a waiver. Submit resumes to New Mexico State Department of Education, 501 N. 1st St., Albuquerque, New Mexico 87102. CC#1001, J043-0022.

Biological Sciences Distended Deadline April 1992: Instructor, Temporary, full time teaching in Biology, Ph.D. or M.S. in Biology, 2-3 years of teaching experience in college/university setting. Salary commensurate with experience. Submit resumes to Dr. Robert Carney, Department of Biology, Southern Oregon State College, Ashland, OR 97530. CC#1001, J043-0022.

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Defiance College

The Defiance College, an independent, co-educational, liberal arts institution, chartered in 1850, related to the United Church of Christ and located in Northwestern Ohio, invites applications for the following positions:

Business Administration: A tenure-track position, rank negotiable. The successful candidate will have a B.A. or Ph.D. in a management/marketing background, an orientation toward the use of business resources, teaching experience at both graduate and undergraduate levels, good interpersonal skills, and the ability to provide academic leadership in developing programs.

Communications: A tenure-track position at the instructor or assistant professor level. Must be able to teach fundamentals of oral communication, argumentation and debate, presentation, and public relations. Must be able to coach and develop a program in forensics. Ability to instruct mass communication, oral reading, and oversee production of college yearbook would be advantageous. Master's required; Ph.D. preferred.

Criminal Justice: A one-half time, pro rata tenure-track position at the assistant or associate professor level. Able to teach courses in organization and administration of criminal justice programs, police-community relations, and supervise internships. Master's required, Ph.D. preferred.

Zoology: A tenure-track position at the assistant professor level. The successful candidate will have a strong background in field zoology, conservation biology, and ecology to support new programs in restoration ecology and environmental science. An interest in team teaching in non-science core sequence and ability to teach human anatomy and physiology, Ph.D. required.

The Defiance College places major emphasis on excellence in teaching; all faculty are also required to advise students, participate in academic governance, and be of service to the campus and community.

Application review will begin on March 23, 1992, and continue until the positions are filled. Salary is competitive and commensurate with education and experience.

Letters of application, including résumé and the names and phone numbers of three references, should be directed to:

Joel Daniels
 Vice President for Administration
 The Defiance College
 701 North College Street
 Defiance, Ohio 43512

Applications: Send letter of application, vita, three current letters of recommendation, and unofficial transcripts to:

Dr. Jennifer V. Martin, Ph.D.
 College of Education
 Box 3000, Dept. JCUR
 Las Cruces, NM 88803
 FAX (505) 646-2133

About the University: Founded in 1889 as a land grant institution, New Mexico State University has 96 areas of undergraduate study in six undergraduate colleges, 40 areas of study on the master's level, and 19 on the doctoral level. More than 15,000 students study on the 6,250-acre campus located in the beautiful Rio Grande Valley. The College of Education is a member of the prestigious Holmes Group and has an enrollment of 1,300 undergraduates and 300 graduates.

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AUSTIN COMMUNITY COLLEGE

Austin Community College is a two-year comprehensive community college located in the Capital Area of Texas. The College is fully accredited by the Southern Association of Colleges and Schools and enrolls more than 25,000 students. The College maintains an "open door" admissions policy.

Applications are invited for the position of:

Office Systems Technology
Faculty Appointment

Responsibilities: Teach courses in Office Systems Technology such as Typing, Word Processing, Office Procedures, Microcomputer Accounting, etc. Participate in student advising, maintain office hours, assist with registration, serve on College committees, maintain professional competence, participate in professional development activities, and course development. An understanding of the community college philosophy and ability to work well with others.

Qualifications: Must meet SCQ requirements on Bachelor's degree in Business and Office Education. Master's degree in Business and Office Education preferred. Total of three years' full or part-time teaching experience. Prior college teaching in related field. At least two years' office work experience. Familiarity with Tech Prep and Articulation. Typing speed of at least 50-60 wpm; operate computer, printers and other equipment used in the department. Be familiar with a variety of software including WordPerfect, Lotus 123, Database, and PageMaker. Must have evidence of effective teaching. Salary: Subject to placement on full-time faculty scale.

#039201

Position contingent upon Board approval

A complete application and résumé must be received no later than 12 noon, April 17, 1992. All materials must be sent to the Office of Personnel Services, Austin Community College, 5930 Middle Friskville Road, Austin, Texas 78752.

NOTE: Austin Community College does not accept employment applications or related correspondence via telecopy.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER
 MINORITIES ARE ENCOURAGED TO APPLY

LAKE-SUMTER
COMMUNITY COLLEGE
Leesburg, Florida

Located less than an hour north of Orlando, we are a small college committed to academic excellence.

Political Science/Sociology Instructor
 Able to teach traditional government courses and international relations. Duties will include developing and implementing credit transfer and international programs. Master's degree with 18 graduate hours of preference. Secondary teaching field, preferably sociology. Preference will be given to candidates with experience in international and travel-based education. Previous college level teaching experience a plus.

Computer Information Systems Instructor
 Rapidly growing computer science division needs dynamic professional with microcomputer expertise to develop and teach wide variety of applications, networking and programming courses to meet needs of both degree program and community interests. Master's degree in Computer Science or Management Information Systems with 18 graduate hours and Novell network experience required. Previous community college teaching preferred.

Submit résumé and transcripts to:
 Human Resources
 Lake-Sumter Community College
 9501 Highway 441
 Leesburg, FL 34788

An Equal Opportunity Institution
 Actively Seeking Minority Candidates

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 Lake-Sumter Community College
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FACULTY POSITION

Department of Mass Media

The Department of Mass Media, Marietta College, is seeking a student-oriented quality teacher with a strong commitment to education in the liberal arts. This tenure-track position is available for the academic year, 1992-1993. The Department is seeking candidates with a Ph.D. degree or ABD with completion imminent. Applicants should have teaching and research interest in at least three of the following areas: mass media and society, comparative systems of media, advertising, broadcast journalism, and radio-television writing. Responsibilities include teaching, advising, appropriate service to campus and community, and professional and scholarly activity.

Marietta College was recognized by U.S. News and World Report as this year's Number 1 Private Liberal Arts College in the Midwest and has also received much attention for its undergraduate focus on leadership. Majors in the Department elect specialties in radio-television, journalism, advertising, or public relations. The Department of Mass Media is responsible for the operation of 9.3 kilowatt and 10 watt FM stations; a cable television channel; the campus newspaper and the campus yearbook. These facilities are totally student operated and serve as excellent and modern laboratories.

The College is located in Marietta, Ohio at the confluence of the Muskingum and Ohio Rivers, and shares the historical traditions of the first permanent settlement in the Northwest Territory.

Some preliminary interviews may take place at BEA. Applicants should submit a letter of interest, resume, names of at least three references, and any other pertinent materials no later than March 27, 1992 to: Dr. Joseph Berman, Marietta College, Marietta, OH 45750.



Marietta College

Marietta College is an affirmative action and equal opportunity educator and employer. Women and minorities are encouraged to apply.

NEW POSITIONS - GRADUATE PROGRAM

ASSOCIATE/FULL PROFESSORS—Graduate nursing program positions available in beautiful, sunny North Miami, Florida at Florida International University. The School of Nursing, in a growing, vibrant state university, is seeking dynamic faculty to take part in an innovative graduate program in psychiatric/mental health and adult/gerontological nursing.

Must have BS/MS/PhD and earned doctorate in nursing or related field, experience in graduate education, clinical practice and research. Eligibility for Florida nurse practitioner license desirable.

Salary and rank are competitive and will be commensurate with qualifications and experience. Closing date is April 30, 1992. Appointment is effective August 1, 1992, pending funding.

Please direct all applications to: Linda A. Simonick, Ph.D., Dean School of Nursing, North Miami Campus, North Miami, Florida 33161.

An Affirmative Action, Equal Access, Equal Opportunity Employer

Child Development/Family Relations Assistant/Associate Professor, Department of Family and Consumer Sciences, Southern University. Tenure track position in Child Development/Family Relations. Nine-month academic contract with separate summer contract possible. Available September 1, 1992. Ph.D. or ABD required. Department of Family and Consumer Sciences, Southern University, Box 8021, Georgia 30686. 912-881-5337. The names of applicants and nominees, resumes and other personal evaluative information are subject to public inspection under the Georgia Open Records Act. Candidates are encouraged to apply.

Classics: Saint Anselm College, Manchester, New Hampshire invites applications for a tenure one year teaching position in the Classics Department beginning September 1, 1992. Candidates should be a Ph.D. or ABD with completion imminent. Salary is competitive. Saint Anselm College is a Catholic institution with a strong tradition of liberal arts education. Send application, resume, transcripts, and three letters of recommendation by April 1, 1992, to: Reverend Richard C. Cline, S.J., Chair, Classics Department, Saint Anselm College, 27 Saint Anselm Drive, Manchester, New Hampshire 03102-1310.

Communications: Virginia Assistant Professor (full-time) leave replacement position.

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SCHOOL OF NURSING FACULTY POSITION

Applications are invited for a tenure-track position in maternal/child nursing. Senior faculty with established research programs and junior faculty with good research potential are strongly encouraged to apply. Applications from minority candidates are particularly invited.

The faculty member appointed will be expected to perform a balanced profile of teaching in graduate and/or undergraduate programs, research and scholarly activities, and service. Ample support for research program development is provided in the School of Nursing Research Support Center and by the University.

The University of Missouri-Columbia is a major health sciences research university. The School of Nursing and the University of Missouri Hospitals and Clinics are located on the main campus with the 15 other schools/colleges of the University. The School of Nursing offers MSN accredited BSN and MS programs. Includes the RNBSN program. A Ph.D. program is expected to be in place in 1993-94.

Qualifications for the position include an earned doctorate in nursing or a related field, a master's degree in maternal/child nursing, and a record of research and scholarship or evidence of scholarly potential. Prior teaching experience in baccalaureate and graduate education is desired. Professional rank and salary are commensurate with qualifications.

The appointment will become effective September 1, 1992. Applicants should submit a letter of application, a curriculum vitae, and the names, addresses and phone numbers of three references.

Send letters of nomination and/or application to: Verna A. Rhodes, Ed.S., RN, Chair, Search Committee, University of Missouri-Columbia, 8213 School of Nursing, Columbia, MO 65211.

An Equal Opportunity Institution

University of Missouri-Columbia

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FACULTY POSITIONS

Hilbert College is a private institution in the process of transition from a two-year liberal arts college to a baccalaureate program. Positions are available in Business Administration, Criminal Justice, English, Human Services and Legal Assistant, pending Regents approval. Situated fifteen miles south of Buffalo in Western New York, the College anticipates a student population of 1,200 within three years.

BUSINESS ADMINISTRATION: Qualifications include a Ph.D. in Finance/Economics, teaching experience at the upper division, and competence in course development and implementation. Teaching responsibilities would include courses in managerial finance, investments, money and banking as well as some lower division economics courses. Salary: \$30,000-\$37,000.

CRIMINAL JUSTICE: Qualifications include a Ph.D. in Criminal Justice, teaching experience at the upper division, and competence in course development and implementation. Teaching responsibilities would include courses in research, police management, senior seminars, and some introductory level offerings. Salary: \$25,000-\$30,000.

HUMAN SERVICES: Qualifications include a Ph.D. in Human Services, Sociology, or Psychology, administrative experience in an academic department, teaching experience at the upper division, and competence in course development and implementation. Salary: \$25,000-\$30,000.

Faculty appointments are for a 10-month contract period. The normal teaching load is 12 credit hours per semester. Student advancement and participation on college committees are required. The salary for all positions is August 1, 1992. All applications should be received by April 10, 1992. Please include a letter of application, current vita and the names of three references. Hilbert College is an Equal Opportunity and Affirmative Action Employer.

Prof. William Whitesides, Chairperson, Hilbert Search Committee, Hilbert College, 1500 South Park Avenue, Hamburg, New York 14075-1597. Tel: (716) 649-0702.

Hilbert College

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UNIVERSITY OF THE PACIFIC CONSERVATORY OF MUSIC

Applied Music - Violin

APPOINTMENT: Full-time, tenure-track faculty position beginning fall semester 1992 (August).

QUALIFICATION: Master's degree required. Doctorate and successful university teaching required.

RESPONSIBILITIES: Primary responsibilities include teaching Applied Music - Violin (Studio); coaching student string chamber ensembles; performing with faculty string ensembles. Actively participate in student recruitment responsibilities.

RANK AND SALARY: Negotiable.

THE UNIVERSITY: An independent institution established in 1878, UOP is respected for its long standing commitment to academic excellence, diversity of academic programs and outstanding teaching faculty. Located in Stockton, California, population 250,000, 80 miles west of San Francisco.

CONSERVATORY OF MUSIC: Founded in 1878, recognized as preeminent among schools of music in the nation. Fully accredited by the National Association of Schools of Music since 1924. Bachelor's degrees in Performance, Music Composition, Music History, Music Education, Music Therapy, and Music Management/Business. Graduate degrees include Master of Music and Master of Arts. The Masters of Arts in Teaching and the Doctor of Education in Music Education are awarded cooperatively through the School of Education and the Conservatory. Currently there are approximately 150 undergraduate and graduate music majors. The highly qualified faculty number 24 full-time and 16 part-time.

APPLICATION: Applications will be reviewed beginning March 20, 1992 and will be accepted until the position is filled. Send letter of application, vita, performance tapes and names and addresses of at least four references. Supportive materials should include transcripts of academic record and media publicity. Material will not be returned unless return postage is included.

Prof. William Whitesides, Chairperson, Violin Search Committee, Conservatory of Music, University of the Pacific, 3601 Pacific Avenue, Stockton, California 95211. Tel: (209) 946-2033.

EO/AA. Minority applicants are encouraged to apply.

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OWEN GRADUATE SCHOOL OF MANAGEMENT

Vanderbilt University

Faculty Position for 1992-93

The Owen School anticipates filling one position in Finance for the fall of 1992.

GENERAL QUALIFICATIONS AND EDUCATION: The candidates for this position must have the Ph.D. or equivalent degree and must have experience in research and teaching commensurate with the position for which application is made. Applicants for the position of Assistant Professor should anticipate completion of all requirements for the doctorate prior to the date of employment. Candidates who will have completed all degree requirements except the dissertation will be considered for the rank of Instructor.

APPOINTMENT AND SALARY: The appointment will begin in late August 1992. Faculty salaries are highly competitive and are determined on the basis of rank and experience. Salaries in schools of management are substantially above salaries in many other areas of the university.

THE OWEN SCHOOL: The Owen School is devoted exclusively to graduate management education. It offers both MBA and Ph.D. degrees. The school is small with approximately 400 students and 40 faculty. The size of the school encourages interdisciplinary research. The school provides substantial support for research and expects a high level of scholarship in research and teaching.

APPLICATION DETAILS: Applicants should contact:

Nancy Lea Hyer, Associate Dean, Owen Graduate School of Management, Vanderbilt University, 401 21st Avenue South, Nashville, Tennessee 37203.

VANDERBILT IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

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The newly created division of Allied Health and Public Service requires an energetic program builder to assume responsibility for current curriculum areas of Radiologic Technology, EMS-Paramedic, Nursing Assistant, Respiratory Care, In-Home Child Care and Fire Science and develop proposed curricula in Physical Therapist Assistant, Homemaker/Home Health Aide, Medical Assistant, and Occupational Therapist Assistant.

Qualifications for Division Head (Assistant or Associate Professor or Professor): Master's Degree in Health, Education, Administration, or related field; three to five years experience in a field directly related to the division; three to five years post-secondary teaching experience preferred. Position is tenure track. Effective June 1, 1992 (sooner if possible). Salary range \$35,800 - \$43,000 for 12 months. Benefits include group medical, hospital, and dental insurance, group life insurance and state educational retirement.

Dona Ana Branch Community College, a branch of New Mexico State University, is located in one of the fastest growing areas of the country. The opportunity to work in a caring, student-centered institution dedicated to teaching and learning is enhanced by year-round sunshine, friendly people and low taxes. Over 3,000 students are enrolled in vocational/technical and developmental courses leading to associate in applied science degrees and certificates.

Send letter of application, resume, references and transcripts by April 1, 1992 to:

Donacion E. Gonzalez, Provost, Dona Ana Branch Community College, P.O. Box 30001, Dept. 3DA, Las Cruces, New Mexico 88003.

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Keene State College DIRECTOR OF BUSINESS OPERATIONS

Keene State College is pursuing "Vision 2000," its goal of becoming the public, undergraduate college of choice in New England by the year 2000. This goal will be achieved by offering academic excellence and an enhanced quality of life and sense of community on campus.

Keene State College is a public liberal arts college of the University System of New Hampshire with an enrollment of 5000 students. The College has been recognized as a leader in American higher education for its commitment to a vision, broad-based strategic planning initiatives, and cohesive sense of community. Historic Mt. Monadnock overlooks a campus of 168 acres in the picturesque City of Keene (population 22,000). Located in the southwestern corner of New Hampshire, Keene provides traditional New England charm, close proximity to abundant four-season recreational attractions, and easy access (2 hrs.) to Boston, Hartford, and Albany.

POSITION: Keene State College seeks an energetic, goal-oriented individual to fill the Director of Business Operations position. Reporting to the Vice President for Finance and Planning, the Director holds a key leadership position providing the College with financial management expertise in accounting, training, computing, and analytical skills areas. The Director should possess strong communication skills and take an active interest in the professional development of Business Office staff and other budget managers across the campus.

DUTIES: Directs activities assigned to the Business Office, including accounting, human resources, student account receivables, student loans and collections, accounts payable, fiscal administration of grants, insurance, auditing, telephone and mail services. Recommends, documents and articulates policies and procedures for cash receipts, disbursements, conduct of analyses of educational and general expenditures, independent operations, auxiliary enterprises and fee supported operations; proposes means for bringing the College into compliance with audit findings, analyzes changes for services performed; analyzes effects of accounting systems changes, and provides leadership, training in uses of CMPS, the automated accounting system used by USNH campuses.

QUALIFICATIONS: Required: Bachelor's degree and five years of accounting experience or Master's and three years' accounting experience; three years of supervisory experience and familiarity with financial reporting standards. Desirable experience: automated accounting system implementation, staff development, budget preparation and management; demonstrated analytical, interpretive and communication skills; experience working with students, faculty, and executive management in a public residential college or university.

SALARY: \$38,000-\$60,130; starting salary normally not to exceed \$44,210. **APPLICATION:** Send letter of application specifically addressing qualifications listed above, resume and names, addresses and telephone numbers of three references to Gaynelle Pratt, Office of Human Resource Management, Keene State College, Keene, NH 03431.

CLOSING DATE: March 30, 1992.

Keene State College is an Affirmative Action, Equal Opportunity Employer.

Assistant Director of Admissions

Sidmore College, a selective liberal arts college of 2100 men and women located in historic Saratoga Springs, NY, invites applications for the position of Assistant Director of Admissions.

We seek a person with at least a Bachelor's degree who demonstrates integrity, humor, energy, thoughtfulness, enthusiasm, and a strong identification with the values of a liberal arts college. This person will participate in all aspects of a comprehensive, undergraduate admissions program, including travel, interviewing, candidate selection, and special projects. Strong interpersonal and organizational skills are essential. Candidates should demonstrate the ability to work independently, yet seek and appreciate the benefits of collegiality derived from working on a team of seven admissions professionals. Application review will begin April 1st and the position is available July 1st.

Salary and benefits are competitive. Resume listing three references should accompany a letter of application to: Mary Lou Bates, Director of Admissions, Sidmore College, Saratoga Springs, NY 12866.

Sidmore College is an equal opportunity employer and educator.



Library Cataloger of Hebrew and Jewish Studies Materials. Performs original and copy cataloging and classification of Hebrew language monographs and serials at all levels of difficulty, as well as original and copy cataloging of monographs in a variety of languages, especially Hebrew. Catalogs OCLC records; maintains materials related to Jewish Studies. Uses Northeastern University automated library system, AACR2, LCSH, and Dewey classification systems. LCSH knowledge of MARC format and authority records; understands OCLC and MARC formats; understands the MARC books, serials and authorities formats. One or more years of professional cataloging experience, including reference service, is required. Background in Jewish studies, Hebrew, and/or Judaica is preferred. Salary: \$15,000-\$20,000. Send application and resume to: Jewish Studies Librarian, Skidmore College, 100 North St., Saratoga Springs, NY 12866. For full consideration, applications should be received by April 24, 1992. An EEO/AA employer. Permanent, eligibility verification required upon hire.

Library Cataloger of Hebrew and Jewish Studies Materials. Performs original and copy cataloging and classification of Hebrew language monographs and serials at all levels of difficulty, as well as original and copy cataloging of monographs in a variety of languages, especially Hebrew. Catalogs OCLC records; maintains materials related to Jewish Studies. Uses Northeastern University automated library system, AACR2, LCSH, and Dewey classification systems. LCSH knowledge of MARC format and authority records; understands OCLC and MARC formats; understands the MARC books, serials and authorities formats. One or more years of professional cataloging experience, including reference service, is required. Background in Jewish studies, Hebrew, and/or Judaica is preferred. Salary: \$15,000-\$20,000. Send application and resume to: Jewish Studies Librarian, Skidmore College, 100 North St., Saratoga Springs, NY 12866. For full consideration, applications should be received by April 24, 1992. An EEO/AA employer. Permanent, eligibility verification required upon hire.

Library Cataloger and Authority Librarian. Performs original and copy cataloging and classification of Hebrew language monographs and serials at all levels of difficulty, as well as original and copy cataloging of monographs in a variety of languages, especially Hebrew. Catalogs OCLC records; maintains materials related to Jewish Studies. Uses Northeastern University automated library system, AACR2, LCSH, and Dewey classification systems. LCSH knowledge of MARC format and authority records; understands OCLC and MARC formats; understands the MARC books, serials and authorities formats. One or more years of professional cataloging experience, including reference service, is required. Background in Jewish studies, Hebrew, and/or Judaica is preferred. Salary: \$15,000-\$20,000. Send application and resume to: Jewish Studies Librarian, Skidmore College, 100 North St., Saratoga Springs, NY 12866. For full consideration, applications should be received by April 24, 1992. An EEO/AA employer. Permanent, eligibility verification required upon hire.



SEARCH REOPENED CONTROLLER Lincoln University of Missouri

Lincoln University of Missouri, a land-grant institution with a student body which exceeds 4,100, invites applications and nominations for the position of Controller. Reporting to the Vice President for Business and Finance, the Controller is responsible for the university-wide administration of all accounting and financial reporting operations including, but not limited to: accounts payable and receivable, student accounts and accounting, cash management, payroll, annual audit, financial analyses, and all other accounting functions.

QUALIFICATIONS: A Bachelor's degree in accounting or a related area and at least five (5) years of progressively related experience, three of which are required to be at the supervisory level. A Master's degree or CPA is highly desirable. A viable candidate must possess a thorough knowledge of computerized accounting systems, financial reporting techniques and requirements, successful supervisory experience in fiscal operations, and excellent organizational and communication skills. Knowledge of fund accounting practices and procedures will be a plus. Preference will be given to applicants with financial management and supervisory experience in a college or university.

Salary and benefits package are competitive. The anticipated start date for this position is June 1, 1992 or soon thereafter. Screening will commence on April 13, 1992, but nominations and applications will be accepted for consideration until the position is filled.

APPLICATION PROCESS: (1) Send letter of application; (2) current resume; and (3) names and addresses of three references to:

Personnel Office
Lincoln University
820 Chestnut Street
Jefferson City, Missouri 65102-0020
Letters of recommendation and transcripts will be required of all finalists.

PLANT MAINTENANCE & ENGINEERING University of Maryland at College Park

The University seeks an experienced professional to lead its Plant Maintenance and Engineering operation. Reporting to the Director of Physical Plant, the incumbent manages a \$26 million budget and leads a 300-person workforce committed to providing top quality customer service. Specific areas of responsibility include: trades management, central plant generation and distribution, work planning and control, the campus' central control and monitoring system, campus energy conservation projects, campus facility assessment, plan and specification review related to new campus construction, major maintenance contracts and reimbursable trades service.

Serving more than 45,000 students, the University is located inside the Washington beltway and includes a 1,250 acre and 3,400,000 gross square feet of building space valued at \$1.4 billion.

Minimum qualifications: 15 years of responsible experience in the management of trades maintenance. Excellent written and oral communication skills. The ability to motivate all levels of trades, engineering and managerial employees, especially using continuous improvement techniques. Ability to establish and maintain effective working relationships with key customers. Bachelor's degree (engineering preferred). Advanced degree in engineering or management and registration as a professional engineer desirable.

Very attractive salary and benefits. For full consideration, submit a letter of interest, salary history and three references before March 31 to:

Mr. Wallace Glascock
University of Maryland
2300 Service Building
College Park, Maryland 20742-6025

The University of Maryland is an Equal Opportunity, Affirmative Action Employer.

UNION COLLEGE DIRECTOR OF ESTATE AFFAIRS

We have an established, vigorous program of planned and deferred giving and we are seeking an articulate, experienced individual to direct these efforts as Union College prepares to celebrate its bicentennial.

The successful candidate will be familiar with estate planning and applicable tax laws. They must be able to represent the College effectively to an especially accomplished constituency. A baccalaureate degree and relevant experience are required. Development experience in a college or university setting would be highly desirable. They will report to the Vice President for College Resources and participate in the major gifts program as a member of a highly competent team.

Please submit your resume to:

Director of Personnel
Union College
Schuylersburg, New York 12308
An equal opportunity, affirmative action employer

Reference Department activities including reference service, online database searching, and collection development for one or more academic programs. Works some regular hours, rotating with other staff. Minimum qualifications: ABA-accredited MLS; at least one year of teaching experience in an academic setting; strong verbal and written communication skills; familiarity with computer applications; planning, interpersonal, and organizational skills; and a commitment to the University's mission and vision. Salary: \$15,000-\$20,000. Send application and resume to: Reference Librarian, Union College, 100 North St., Schuylersburg, NY 12308. For full consideration, applications should be received by April 24, 1992. An EEO/AA employer. Permanent, eligibility verification required upon hire.

Reference Department activities including reference service, online database searching, and collection development for one or more academic programs. Works some regular hours, rotating with other staff. Minimum qualifications: ABA-accredited MLS; at least one year of teaching experience in an academic setting; strong verbal and written communication skills; familiarity with computer applications; planning, interpersonal, and organizational skills; and a commitment to the University's mission and vision. Salary: \$15,000-\$20,000. Send application and resume to: Reference Librarian, Union College, 100 North St., Schuylersburg, NY 12308. For full consideration, applications should be received by April 24, 1992. An EEO/AA employer. Permanent, eligibility verification required upon hire.



ALBRIGHT COLLEGE SEARCH REOPENED

Albright College, a very competitive Liberal Arts College serving approximately 2,000 students, seeks nominations and applications for two positions in its Development Office.

DIRECTOR OF ANNUAL FUNDS
Experienced development professional sought to build a vigorous phone/mail Annual Fund program targeted at alumni, parents, friends, businesses, and special support groups. Ability to recruit, train, and develop volunteer network essential. Excellent communication and publication skills, and three or more years of annual fund experience are necessary.

DIRECTOR OF ALUMNI RELATIONS
Experienced alumni professional sought to direct an active and expanding Alumni Relations program. Alumni Association Board, reunion program, class representatives, other programs in place; Regional Club system to be built and other initiatives still to be identified. Excellent communication and publication skills, and three or more years of experience in alumni relations are necessary.

Albright College is a culturally diverse community and encourages applications from women, minorities, and the physically disadvantaged. Review of applications will begin April 1, and will continue until the positions are filled.

Send cover letter, resume, and names of three references to: Paul L. Landry, Director of Development, Albright College, P.O. Box 15234, Reading, PA 19612-5234.

DIRECTOR OF ADMISSION San Francisco Bay Area COLLEGE OF NOTRE DAME

College of Notre Dame is an independent, Catholic, liberal arts college serving both undergraduate and graduate students. The College is located on a 100-acre campus in Belmont, 20 miles south of San Francisco. Undergraduate courses are offered in 25 major fields of study leading to Bachelor of Arts, Bachelor of Science and Bachelor of Music degrees. The college is accredited by the Western Association of Schools and Colleges. Bachelor's degree (engineering preferred). Advanced degree in engineering or management and registration as a professional engineer desirable.

The Director of Admission provides leadership for ongoing assessment and development of marketing and recruitment strategies for freshmen, transfer, and continuing adult students. This involves working closely with faculty, administration, and Admissions staff to maximize the visibility of the College and its enrollment potential.

The Director of Admission supervises five professional and three support staff. The Director reports to the Academic Dean.
Salary: Competitive, commensurate with qualifications.
Qualifications: Master's degree and 3-5 years of previous admission experience at Director or Associate Director level.

Nominations, applications and inquiries should be directed to:

Higher Education Administrative Search
3539 West 50th Avenue, Parkway
Denver, Colorado 80221-1099
303/458-4044

With application, please include resume, v. and names, addresses and phone numbers of four references. References will not be contacted until the candidate is notified and gives approval.
Applications received by April 3 will be assumed of full consideration.
Position start date: July 1, 1992.

CND is an equal opportunity employer.

of the city and the harbor islands, the University of Massachusetts Boston is the urban campus of the Commonwealth. The University's five campus-based units are: the University of Massachusetts Boston, the University of Massachusetts Lowell, the University of Massachusetts Dartmouth, the University of Massachusetts Worcester, and the University of Massachusetts Springfield. The University of Massachusetts Boston is a land-grant institution with a student body of approximately 12,500. The University is located in Boston, 20 miles north of New York City. The University is accredited by the New England Association of Schools and Colleges. The University is a member of the Association of American Universities. The University is a member of the Association of Public Liberal Arts Colleges. The University is a member of the Association of Christian Colleges and Universities. The University is a member of the Association of Independent Colleges and Universities. The University is a member of the Association of Non-Profit Organizations. The University is a member of the Association of Non-Governmental Organizations. The University is a member of the Association of Non-Religious Organizations. The University is a member of the Association of Non-Secular Organizations. The University is a member of the Association of Non-Traditional Organizations. The University is a member of the Association of Non-University Organizations. The University is a member of the Association of Non-College Organizations. The University is a member of the Association of Non-School Organizations. The University is a member of the Association of Non-Research Organizations. The University is a member of the Association of Non-Teaching Organizations. The University is a member of the Association of Non-Service Organizations. The University is a member of the Association of Non-Management Organizations. 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UNIVERSITY OF NEBRASKA AT KEARNEY

The University of Nebraska at Kearney is a public, four-year institution located in the heart of Nebraska. The enrollment is over 9,000 students. Individuals interested in joining a creative and dynamic student affairs division are encouraged to apply for the following positions:

DIRECTOR OF RESIDENCE LIFE
The Director of Residence Life is responsible for the overall operations and staff for 13 residence halls and one family housing apartment complex. 1991-92 brought 2 new residence halls. Total housed on campus is 2,600 students. The Residence Life Department consists of professional administrative staff, clerical staff, graduate and undergraduate student staff, and planning, maintenance and custodial staff (total exceeds 200). This position reports to the Vice Chancellor for Student Affairs.

QUALIFICATIONS: Master's Degree (student personnel preferred), plus 3-5 years' post-master's experience in residence life.
STARTING DATE: July 1, 1992 (twelve month live-out position)
SALARY: Commensurate with experience.

Applicants should send a letter of application, resume and names and phone numbers of 3 references to:

Kay McMin
Counseling Center
University of Nebraska at Kearney
Kearney, NE 68849

Review of applications will begin on April 1, 1992. Applications will be accepted until position is filled.

COORDINATOR OF ENROLLMENT MANAGEMENT SYSTEMS
The Coordinator of Enrollment Management Systems is responsible for the design, implementation, and effective use of both mainframe and PC-based systems to provide statistical data to assist in enrollment management decisions. The Coordinator will also serve as a Financial Aid Counselor and have programmatic responsibilities in the Financial Aid Office.

QUALIFICATIONS: Bachelor's Degree required, Master's Degree preferred. Applicants with experience in Enrollment Management and in Financial Aid or other Student Affairs area will receive first consideration.

STARTING DATE: July 1, 1992.
SALARY: Commensurate with experience.
Applicants should send a letter of application, resume and names and phone numbers of 3 references to:

Patrick McTea
Director of Financial Aid
University of Nebraska at Kearney
Kearney, NE 68849

Review of applications will begin on April 1, 1992. Applications will be accepted until position is filled.

UNK is an EEO/AA Employer

Reference/Collection Development Librarian

Brown University Library. Reports to the Head, Reference Department. Responsible for providing general reference services, in-depth interlibrary loan verification, bibliographic instruction and online services, and for developing library collections in the social sciences, especially political science and economics. Requirements: M.S. degree from an ALA accredited library school, academic background in social sciences, preferably political science or economics; reading knowledge of at least one European language; ability to work efficiently with faculty, students and library staff in a research library environment; must be able to work some evening and weekend hours. Desired qualifications include: collection development experience; online searching experience; interlibrary loan experience; reference and bibliographic instruction experience in an academic or research library. Appointment range: \$25,000-\$31,000 based upon experience. Interested candidates should send letter of application, resume and names of three references to: **Glenn Farrell, Department of Human Resources, Brown University, Box 1878, Providence, RI 02912.** Applications received by March 31, 1992 will receive first consideration. Brown University is an Equal Opportunity/Affirmative Action Employer.

BROWN UNIVERSITY

Mathematics/Montana Tech College is a public, four-year institution located in the heart of Montana. The enrollment is over 9,000 students. Individuals interested in joining a creative and dynamic student affairs division are encouraged to apply for the following positions:

DIRECTOR OF RESIDENCE LIFE
The Director of Residence Life is responsible for the overall operations and staff for 13 residence halls and one family housing apartment complex. 1991-92 brought 2 new residence halls. Total housed on campus is 2,600 students. The Residence Life Department consists of professional administrative staff, clerical staff, graduate and undergraduate student staff, and planning, maintenance and custodial staff (total exceeds 200). This position reports to the Vice Chancellor for Student Affairs.

QUALIFICATIONS: Master's Degree (student personnel preferred), plus 3-5 years' post-master's experience in residence life.
STARTING DATE: July 1, 1992 (twelve month live-out position)
SALARY: Commensurate with experience.

Applicants should send a letter of application, resume and names and phone numbers of 3 references to:

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University of Nebraska at Kearney
Kearney, NE 68849

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LOUISIANA STATE UNIVERSITY MEDICAL CENTER

Senior Internal Auditor Positions

The LSU Medical Center invites applications and nominations for two Senior Internal Auditor positions. The Senior Internal Auditor will perform internal audit functions in financial and/or operational audits at the Medical Center in New Orleans and Shreveport, all associated with clinics, intermediaries, and group practices as assigned by the Director of Internal Audits or the Vice Chancellor for Administration and Finance.

Candidates must possess a Bachelor's Degree in Accounting, Business Administration, or a related field and be a Certified Internal Auditor and/or Certified Public Accountant, with a minimum of four years in internal auditing, public accounting or financial accounting.

Desired Qualifications include a Master's Degree in Accounting, Business Administration, or related field; supervisory experience; health care and/or University auditing experience; experience in EDP auditing and experience in preparing or assisting in the preparation of reports to management and conducting or participating in conferences with management.

Salary is commensurate with experience for both positions.

The LSU Medical Center is a state supported academic health center with teaching, research and public service programs in allied health professions, dentistry, basic biomedical sciences, medicine and nursing. The total current net expenditure for FY91 was over \$500 million.

Applications should be sent no later than April 1, 1992, to:

Ronnie Smith
Vice Chancellor for Administration and Finance
Louisiana State University Medical Center
433 Bulwer Street
New Orleans, LA 70112

LSUMC is an EEO/AA employer.

Manuscripts Librarian

South Carolina Library, University of South Carolina, Manuscripts Librarian. Under the general direction of the Director of the South Carolina Library, this position provides reference services to students and faculty of the University and to scholarly students and researchers from outside the University; provides reference services; analyzes and describes newly acquired manuscript collections; oversees the acquisition, processing, and preservation of the library's published and unpublished manuscript collections. This position has overall supervisory responsibility for library staff and student assistants in the Manuscript Division.

The University of South Carolina enrolls 17,000 undergraduate students and 8,000 graduate students on the Columbia campus. The Thomas Cooper Library contains 2.4 million volumes, 3.4 million microfiche, and 1.2 million audio and video tapes. The library is a member of the Association of Research Libraries.

QUALIFICATIONS: Required: Master's degree from an ALA-accredited library school; knowledge of South Carolina history, literature, and culture; two years' professional library experience or two years' experience in a related field. Desirable: M.A. in History or English; knowledge of computer applications.

SALARY: \$25,000 minimum for 12 months. Faculty status, tenure-track. Salary dependent on qualifications and experience. Benefits include medical, dental, life insurance, and optional TAA/CRF.

Letter of application, resume, and names and addresses of four references should be sent to: **Dr. Allen Stokes, Director, South Carolina Library, University of South Carolina, Columbia, South Carolina 29208.**

Equal Opportunity, Affirmative Action Employer

Montana Tech HEAD OF MATERIALS PROCESSING

Montana Tech is a public supported college with emphasis in science and minerals engineering. The college offers the third largest petroleum engineering program in the country, in addition to programs in business and the social and physical sciences. The library holds 200,000 volumes and 700,000 maps and has a staff of 8. It is a member of WLN and serves a student body of 1,801.

Montana Tech invites applications for the position of Head of Materials Processing. The Head of Materials Processing will be responsible for the acquisition and processing of books, journals, and documents. This non-tenure position holds faculty rank. Qualifications: ALA-accredited M.S. degree or willingness to obtain the same in the near term; considerable professional experience in an academic library; knowledge of acquisitions and cataloging methods and procedures; experience with the use of microcomputers in libraries; experience with a major bibliographic utility such as WLN or OCLC; excellent management, supervisory and communication skills. Preferred candidates will have a working knowledge of an online integrated system and a second master's degree in science or engineering.

Salary in mid twenties, depending on education and experience. To apply for this position, send resume, letter of application and names of three references to: **Director's Office, The Library, Montana Tech, P.O. Box 170701, Butte, Montana 59717.** Applications will be accepted until April 6, 1992. Montana Tech is an Equal Opportunity/Affirmative Action Employer.

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Kay McMin
Counseling Center
University of Nebraska at Kearney
Kearney, NE 68849

Review of applications will begin on April 1, 1992. Applications will be accepted until position is filled.

Director of Corporate & Foundation Relations

Humboldt State University, located in the beautiful coastal woods of northern California, invites applications for the position of Director of Corporate and Foundation Relations.

Qualifications: The successful applicant will have a minimum of five years' development experience, with at least two years in corporate, foundation, or major gift acquisition.

The director will possess a minimum of a bachelor's degree in business or related field, strong organizational and communication skills, exceptional interpersonal skills, and full measures of poise and self-confidence.

Specific responsibilities of this new position include:

- creating, in concert with the Director of Development, short- and long-range strategies for increasing financial support from corporations and foundations;
- preparing written proposals;
- making presentations to corporate and foundation officers; and
- recruiting an effective cadre of volunteers from among the alumni and friends of the University.

Salary is \$42,000 - \$50,000, depending on experience. Appointment will be effective on or before July 1, 1992.

Application: Submit a letter of application, resume, and names and addresses of at least three professional references by March 30, 1992. Address application materials to:

Chan, Search Committee for the Director of Corporate and Foundation Relations
Humboldt State University, Arcata, CA 95521-4957.

Humboldt State University is an Equal Opportunity/Affirmative Action Employer. HSU encourages applications from women and minority persons.

Director of Planned Giving AND MAJOR GIFTS

The nation's largest non-profit conservation education organization has a position available as Director of Planned Giving and Major Gifts in the Development Department. We seek a creative, dynamic professional with exceptional managerial and leadership skills to assume overall responsibility for Planned Giving and Major Gifts Division.

Responsibilities include strategic and conceptual planning; directing and supervising all planned giving and major gift efforts; marketing plan development and implementation; direct management of the Director's reports to the VP for Development and works closely with the Director of Land Gifts and the General Counsel's office.

Qualified candidates will have five (5) years' experience in planned giving and major gift fund raising with demonstrated success in obtaining new gifts and deferred gifts. M.B.A., C.F.A. law degree or financial planning certificate preferred.

Ability to use Planned Giving software, excellent oral and written communication skills, and strong commitment to conservation necessary. Extensive knowledge of charitable tax laws critical. Candidates should be well versed in budget preparation and management and must also be able to direct extensive staff of volunteers.

Salary range from \$50,000 depending on experience. We offer excellent benefits including medical/dental, and life insurance. We are also proud to promote a smoke-free work environment. Qualified candidates please send resume, cover letter and salary history to:

National Wildlife Federation
Attention: Human Resources
8925 Leesburg Pike
Vienna, VA 22184-0001

An Equal Opportunity Employer
Minorities and Females are encouraged to apply

Montana Tech HEAD OF MATERIALS PROCESSING

Montana Tech is a public supported college with emphasis in science and minerals engineering. The college offers the third largest petroleum engineering program in the country, in addition to programs in business and the social and physical sciences. The library holds 200,000 volumes and 700,000 maps and has a staff of 8. It is a member of WLN and serves a student body of 1,801.

Montana Tech invites applications for the position of Head of Materials Processing. The Head of Materials Processing will be responsible for the acquisition and processing of books, journals, and documents. This non-tenure position holds faculty rank. Qualifications: ALA-accredited M.S. degree or willingness to obtain the same in the near term; considerable professional experience in an academic library; knowledge of acquisitions and cataloging methods and procedures; experience with the use of microcomputers in libraries; experience with a major bibliographic utility such as WLN or OCLC; excellent management, supervisory and communication skills. Preferred candidates will have a working knowledge of an online integrated system and a second master's degree in science or engineering.

Salary in mid twenties, depending on education and experience. To apply for this position, send resume, letter of application and names of three references to: **Director's Office, The Library, Montana Tech, P.O. Box 170701, Butte, Montana 59717.** Applications will be accepted until April 6, 1992. Montana Tech is an Equal Opportunity/Affirmative Action Employer.

Mathematics/Montana Tech College is a public, four-year institution located in the heart of Montana. The enrollment is over 9,000 students. Individuals interested in joining a creative and dynamic student affairs division are encouraged to apply for the following positions:

DIRECTOR OF RESIDENCE LIFE
The Director of Residence Life is responsible for the overall operations and staff for 13 residence halls and one family housing apartment complex. 1991-92 brought 2 new residence halls. Total housed on campus is 2,600 students. The Residence Life Department consists of professional administrative staff, clerical staff, graduate and undergraduate student staff, and planning, maintenance and custodial staff (total exceeds 200). This position reports to the Vice Chancellor for Student Affairs.

QUALIFICATIONS: Master's Degree (student personnel preferred), plus 3-5 years' post-master's experience in residence life.
STARTING DATE: July 1, 1992 (twelve month live-out position)
SALARY: Commensurate with experience.

Applicants should send a letter of application, resume and names and phone numbers of 3 references to:

Kay McMin
Counseling Center
University of Nebraska at Kearney
Kearney, NE 68849

Review of applications will begin on April 1, 1992. Applications will be accepted until position is filled.

UNIVERSITY OF THE PACIFIC CONSERVATORY OF MUSIC

Choral Conductor and Director of Choral Activities

APPOINTMENT: Full-time, tenure-track faculty position beginning fall semester 1992 (August).

QUALIFICATIONS: Master's degree required. Doctorate preferred. Evidence of successful university choral conducting and teaching record.

RESPONSIBILITIES: Direct choral activities and conduct three choral ensembles. Teach conducting and choral techniques courses. Actively participate in student recruitment responsibilities.

RANK AND SALARY: Negotiable.

THE UNIVERSITY: An independent institution established in 1878, UOP is renowned for its long-standing commitment to academic excellence, diversity of academic programs and outstanding teaching faculty. Located in Stockton, California, population 240,000, 80 miles west of San Francisco.

CONSERVATORY OF MUSIC: Founded in 1878, recognized as preeminent among schools of music in the nation. Fully accredited by the National Association of Schools of Music since 1924. Bachelor degrees in Performance, Music Composition, Music History, Music Education, Music Therapy, and Music Management/Business. Graduate degrees include Master of Music and Master of Arts. The Master of Arts in Teaching and the Doctor of Education in Music Education are awarded cooperatively through the School of Education and the Conservatory. Currently there are approximately 50 undergraduate and graduate music majors. The highly qualified faculty number 24 full-time and 16 part-time.

APPLICATION DEADLINE: April 3, 1992. Send letter of application, resume, video tapes of conducting, and names and addresses of at least four references. Supportive materials should include transcripts of academic record and media biography. Materials will not be returned unless return postage is included.

Dr. Robert Halsey, Chairperson
Choral Search Committee
Conservatory of Music
University of the Pacific
3601 Pacific Avenue
Stockton, California 95211
Tel: (209) 946-3217

EEO/AA. Minority applicants are encouraged to apply.

GETTYSBURG

Assistant/Associate Director of Public Relations

Gettysburg College, a selective liberal arts college, is seeking a highly skilled individual to coordinate programs in national and regional media relations and internal communications. Other duties include implementing public relations strategies, and assisting with special events. A bachelor's degree, strong written and verbal communication skills, experience with news media operations, publication production experience, and willingness to adapt to rapidly changing media requirements. Experience in college public relations highly desirable.

Direct applications by March 30, 1992 to: William T. Walker, Director of Public Relations, Box 422, Gettysburg College, Gettysburg, PA 17325.

Gettysburg College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Indiana University Southeast

Director of Continuing Studies

Indiana University Southeast is seeking an energetic, results-oriented person to develop and market noncredit programs oriented to businesses and professional development; coordinate General Studies degree programs and credit courses offered off-campus and on weekends; supervise professional and clerical staff of five. Master's degree and demonstrated success in program development and marketing required; administrative experience in higher education preferred. Send letter of interest, resume and names of three references to: **Director of Personnel, Indiana University Southeast, 4201 Grant Line Road, Box 02-6, New Albany, IN 47150.** Screening of applications will begin March 31, 1992, and will continue until the position is filled. IU is an Affirmative Action, Equal Opportunity Employer.

LIBRARY DIRECTOR

Ohio Dominican College

Growing Catholic liberal arts college (1400+) in a dynamic metropolitan area seeks a Director to take responsibility for administration and supervision of all library programs and services.

Accredited by the North Central Association of Colleges and Secondary Schools and the Ohio College Association, Ohio Dominican is a Catholic liberal arts college in the Dominican tradition which offers students a career-oriented liberal arts education in a setting conducive to intellectual exchange, personal growth, and the development of enduring values.

The successful candidate must have the ability to lead a talented staff in making the library an integral part of the academic curriculum and contribute to the Vice President for Academic Affairs. The Director reports to the Vice President for Academic Affairs.

Qualifications: M.S. from an ALA accredited institution, managerial experience in an academic library setting, demonstrated ability to work effectively with faculty, staff, and students.

The Search Committee will begin reviewing applications immediately for appointment effective July 1, 1992. Salary is in the mid thirties. Letters of application including a current vita should be sent as soon as possible to:

Elizabeth Noe
Office of the Vice President for Academic Affairs
Ohio Dominican College
1216 Salisbury Road
Columbus, OH 43219

Ohio Dominican College is an equal opportunity employer.

UNIVERSITY OF ROCHESTER

RESIDENT DIRECTOR

Two challenging leadership positions for the new professional interested in a diverse experience, dynamic colleagues and a dynamic environment. General responsibilities include providing critical residential living and student affairs functions to a residential area; performing assigned business operations and functions for the area; and departmental professional responsibilities. One position is in a traditional residence hall area housing 1200 students, 45 staff, three faculty-in-residence, and seven special interest housing programs. The other position is in an underclass apartment-style area housing 700 students, 18 staff and two special interest programs. Qualifications include: residential living experience and master's degree (preferred) in a related area. Compensation base is \$16,600, apartment, utilities and liberal benefits. Applications received before April 8th will receive first consideration. Candidates must submit letter of interest, resume and names and contact numbers of three references, with letters to follow. To: **Resident Director Selection Committee, c/o Logan Hazen, Director, Office for Residential Life, 110 Anderson Tower, Rochester, N.Y. 14627.**

Equal Opportunity, Affirmative Action Employer.

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Equal Opportunity, Affirmative Action Employer.

DIRECTOR OF BUDGETS Illinois State University

Illinois State University invites applications and nominations for the position of Director of Budgets. This position reports to the Vice President for Business and Finance and has responsibility for coordinating institutional long term budget and planning activities. Integration of capital and strategic planning models, guiding development of annual operating budgets and participating in planned integration of auxiliary/revenue/expense model development. The position coordinates the budget development process with state agencies and other reporting bodies and develops supporting financial and statistical information. The position provides consultative and coordinative activities for development of management initiatives in all areas reporting to the Vice President.

The successful candidate should have a bachelor's degree and five years' experience in accounting, business administration or related fields, with 3 years' professional experience in a supervisory or managerial capacity that provided knowledge of methods, plans, and practices of state/governmental accounting with budget emphasis and a knowledge of modern computerized record keeping, including micro-computer spread sheets. Experience in higher education a plus. Successful candidate will be hired June 30, 1992.

Salary is competitive and dependent on qualifications.

In order to assure consideration, submit resume and at least three letters of reference by April 15, 1992 to:

Betty Zimmerman, Secretary
Director of Budgets Search Committee
Office of the Vice President for Business and Finance
Illinois State University
Normal, IL 61761-6901

ILLINOIS STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

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Equal Opportunity, Affirmative Action Employer.

Administrative Openings

Santa Rosa Junior College is located 52 miles north of San Francisco in the heart of the Sonoma County wine country. A publicly funded California Community College founded in 1918, Santa Rosa Junior College serves more than 33,000 students per semester. Santa Rosa Junior College is now accepting applications for the following full-time, twelve months per year Administrative positions:

Position	Closing Date
Dean of Instruction, Occupational Education	4/17/92
Assistant Dean, Health Occupations	4/17/92
Athletic Director	4/17/92

(all appointments contingent upon Board Approval)

FORMAL APPLICATION REQUIRED

To receive application materials, please contact:
Personnel Department, Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, CA 95401
(707) 527-4688
FAX: (707) 527-4967

An equal opportunity/affirmative action employer

Santa Rosa Junior College
1501 Mendocino Ave., Santa Rosa, California 95401

SOUTH PUGET SOUND COMMUNITY COLLEGE

South Puget Sound Community College invites applications for the following administrative positions: **DEAN OF ADMINISTRATIVE SERVICES**. Master's degree required. **DIRECTOR OF COLLEGE ADVANCEMENT**. Bachelor's degree required. Master's degree preferred. **DIRECTOR OF PUBLIC EMPLOYMENT TRAINING**. Master's degree required.

Applications received by March 31, 1992, will receive full consideration. Later applications may be considered until position is filled. Salary is competitive with Washington community colleges. Excellent benefits package. For application information contact the Personnel Office, 2011 Mattman Road SW, Olympia, WA 98502 or call 206/754-7711, ext. 360. AA/EEO.

ENROLLMENT MANAGEMENT DIRECTOR

Small private college seeks energetic, creative, articulate leader to plan and implement undergraduate recruitment and retention efforts. Knowledge and experience in college administration, background in financial aid budgeting and packaging, required. Available Spring or Summer. Letter, résumé, reference addresses/telephone numbers to:

Vice President for Academic Affairs
Kendall College
2408 Orrington Avenue
Evanston, Illinois 60201

AA/EEO

Psychology Bureau College is seeking a psychologist for a tenure-track position in experimental psychology. Special consideration will be given to those with teaching research experience in cognitive or social areas, but qualified applicants in other areas of experimental psychology will also be considered. Teaching load in 12 hours per semester including sections of General Psychology. Looking for someone who enjoys teaching, learning and interaction with faculty and students in other disciplines. Strong liberal arts environment. Good faculty development opportunities. Rank is open. Ph.D. required. Ideal August 15, 1992. Bureau College is a private liberal arts college related to the Christian Church (Disciples of Christ) and is committed to the faculty and excellence in undergraduate teaching. Send letter of application, résumé and college transcripts by April 15 to: Dr. Gary E. Gammon, Dean of the Col-

lege, Bureau College, Zurich, Illinois 61350. Equal Opportunity Employer.

Psychology Faculty position in Clinical Psychology, Marshall University has an available tenure track rank based on prior experience for Fall 1992. Requirements: Doctorate in Clinical Psychology, 3 years of clinical experience; ABD applicants for clinical psychology departments will be considered. License preferred; college-level teaching experience in clinical psychology is also preferred. Marshall has an undergraduate major in psychology, and graduate (M.A.) programs in clinical and counseling psychology. Position is teaching, research, and supervision. Send letter of application, résumé and college transcripts by April 15 to: Dr. Gary E. Gammon, Dean of the Col-

CONTROLLER University of Southern Colorado

The University of Southern Colorado, a small regional university, is seeking candidates for Controller. Reporting to the Vice President for Business Services, the Controller is responsible for university-wide administration of all accounting operations including but not limited to annual audit, preparation of all financial reports, financial analysis, accounts payable/receivable, payroll, student loans, and all other accounting functions.

QUALIFICATIONS: Bachelor's degree in accounting or related area from an accredited institution and five (5) years of related experience, three of which are required to be at the supervisory level. A Master's degree or CPA is highly desirable. Experience in higher education is preferred. Candidate must have extensive knowledge of Generally Accepted Accounting Principles (GAAP) as they apply to universities, working knowledge of business principles and computer applications for financial operations, and state and federal policies and procedures for accounting and reporting. Must demonstrate ability to communicate effectively both orally and in writing and to work successfully in a multicultural academic environment.

STARTING DATE: June 1, 1992

SALARY: Dependent upon qualifications

CLOSING DATE: Open until filled. Screening will begin on April 10, 1992.

APPLICATIONS: Include 1) letter of application, 2) current résumé, 3) list of three references including names, titles, addresses, and phone numbers to:

Robert Mason, Chair
Search and Screen Committee
University of Southern Colorado
2200 Bonforte Blvd.
Pueblo, CO 81001-4901

THE UNIVERSITY OF SOUTHERN COLORADO IS AN EQUAL OPPORTUNITY EMPLOYER. MINORITIES AND WOMEN ARE ESPECIALLY ENCOURAGED TO APPLY.

THE UNIVERSITY OF TENNESSEE, KNOXVILLE PROGRAM ADVISOR FRATERNITY AFFAIRS

The Dean of Student Affairs at The University of Tennessee, Knoxville is in the process of identifying candidates for the position of Program Advisor—Fraternity Affairs.

Qualifications: Bachelor's degree required. Master's degree preferred. Demonstrated experience in fraternity affairs, either as advisor or national fraternity representative.

Starting Date: August 1, 1992.

Salary: Commensurate with education and experience.

To qualify as a candidate for the position, a résumé and list of three references should be received at the following address by 5:00 p.m., Friday, March 27, 1992; however, applications will be accepted until position is filled.

Mr. W. Timothy Rogers
Associate Dean of Students
413 Student Services Building
Knoxville, TN 37996-0248

UT is an EEO/AA/Title IX/Section 504/ADA Employer.

DIRECTOR, STUDENT HEALTH

The University of Wisconsin-Madison invites applications for the Director of its University Health Service. The Director will be responsible for the management of the health service, which includes the University Health Center, the University Health Clinic, and the University Health Center. The Director will be responsible for the management of the health service, which includes the University Health Center, the University Health Clinic, and the University Health Center.

Qualifications: M.D. degree with board certification or Ph.D. degree. Also required are strong administrative and clinical experience at a major university student health program or in a related area, excellent communication skills and proven leadership ability.

Please send applications by April 17, 1992 to:

UHS Search Committee
Office of the Vice Chancellor for Health Sciences
University of Wisconsin-Madison
610 North Walnut Street, #707
Madison, WI 53706

An Equal Opportunity Employer.

Applicants' and nominees' names, titles and addresses cannot be kept confidential.

range of research and clinical interests are encouraged to apply. Candidates should demonstrate their commitment to teaching and research in cognitive or social areas, but qualified applicants in other areas of experimental psychology will also be considered. Teaching load in 12 hours per semester including sections of General Psychology. Looking for someone who enjoys teaching, learning and interaction with faculty and students in other disciplines. Strong liberal arts environment. Good faculty development opportunities. Rank is open. Ph.D. required. Ideal August 15, 1992. Bureau College is a private liberal arts college related to the Christian Church (Disciples of Christ) and is committed to the faculty and excellence in undergraduate teaching. Send letter of application, résumé and college transcripts by April 15 to: Dr. Gary E. Gammon, Dean of the Col-

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LAKE-SUMTER COMMUNITY COLLEGE Lakesburg, Florida

Lake-Sumter Community College, now celebrating its 30th year, is one of the 28 colleges in the Florida Community College System. It is located in the heart of the Lake County area, just north of the city of Gainesville. The college is a two-year institution offering a wide variety of programs in arts and sciences, health, and business. The college is a member of the Florida Community College System and is affiliated with the University of Florida. The college is a member of the Florida Community College System and is affiliated with the University of Florida.

DEAN OF EDUCATIONAL SERVICES

The Dean of Educational Services is the chief academic officer reporting directly to the college president. The dean is responsible for guiding the college's academic mission and will focus on the implementation and coordination of academic programs, the development of new programs, and the evaluation of existing programs.

Minimum Qualifications: The successful candidate must have an earned doctorate; at least five years of full-time progressively significant experience in a community college in an administrative position; and a minimum of three years of experience in a supervisory position in a community college.

Salary: Competitive and commensurate with experience.

Candidates wishing to be considered should submit a detailed letter of interest outlining their educational philosophy and commitment, a current résumé highlighting achievements related to criteria noted above, and the names of at least three individuals with whom the candidate has worked. Deadline for submission of materials is a postmark of April 1, 1992. Send to:

Human Resources
Lake-Sumter Community College
5001 U.S. Highway 441
Lakesburg, FL 34748

An Equal Opportunity Institution

Juniata COLLEGE

Assistant Dean/Director of Academic Support Services

Juniata College invites applications for the position of Assistant Dean/Director of Academic Support Services beginning July 1, 1992. We seek an individual to establish and develop a Teaching/Learning Center to include pre-baccalaureate study skill development, assessment of student learning, and to be responsible for all aspects of student academic progress, including advisor training, representation of academic affairs in First-Year Orientation programs, and planning and teaching a seminar for at-risk students.

We seek someone with demonstrated ability to design programs to encourage academic success. A Master's degree in a traditional liberal arts field and evidence of effective teaching are required; Ph.D., some administrative experience preferred. Send curriculum vitae, three letters of reference, and statement of educational philosophy to Barbara M. Rowe, Director of Personnel Services, Juniata College, Huntingdon, PA 16652. Applications will be reviewed as received until the position is filled.

AA/EEO

DEAN OF FACULTY

The Wheeling, IL Campus of Forest Institute, a four campus Professional School of Clinical Psychology, is seeking Academic Administrator, Ph.D. in psychology or Psy.D. required. Teaching experience, preferably at graduate level, required. Three-five years' administrative experience desirable. Send letter of application, three letters of recommendation, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Equal Opportunity Employer.

FOREST INSTITUTE OF PROFESSIONAL PSYCHOLOGY

non-tenure Visiting Assistant Professor appointments. A Ph.D. is required in one of the following areas: social, developmental, cognitive, sensory processes, experimental, qualitative, comparative, or physiological. Send letter of application and three letters of reference to Dr. Carol Van Housen, Director of Psychology, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled. Send letter of application and three letters of reference to Dr. Carol Van Housen, Director of Psychology, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

Psychology Ph.D. Psychologist. Any specialization with the background to teach academic psychology, abnormal psychology, and theories of personality. Send letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

THE UNIVERSITY OF TEXAS AT BROWNSVILLE

Dean of Instructional Support Services

The University of Texas at Brownsville seeks an energetic, progressive professional to the position of Dean of Instructional Support Services. The Dean of Instructional Support Services is responsible for the supervision of instructional support services, including the development and implementation of instructional support services, the development of instructional support services, and the development of instructional support services.

Minimum Qualifications: The successful candidate must have an earned doctorate; at least five years of full-time progressively significant experience in a community college in an administrative position; and a minimum of three years of experience in a supervisory position in a community college.

Salary: Competitive and commensurate with experience.

Candidates wishing to be considered should submit a detailed letter of interest outlining their educational philosophy and commitment, a current résumé highlighting achievements related to criteria noted above, and the names of at least three individuals with whom the candidate has worked. Deadline for submission of materials is a postmark of April 1, 1992. Send to:

Human Resources
The University of Texas at Brownsville
801 First Street
Brownsville, Texas 78520

Northwest College

Associate Dean of Instruction

The Associate Dean of Instruction reports to the Dean of Instruction and is responsible for the supervision of instructional support services, including the development and implementation of instructional support services, the development of instructional support services, and the development of instructional support services.

Minimum Qualifications: The successful candidate must have an earned doctorate; at least five years of full-time progressively significant experience in a community college in an administrative position; and a minimum of three years of experience in a supervisory position in a community college.

Salary: Competitive and commensurate with experience.

Candidates wishing to be considered should submit a detailed letter of interest outlining their educational philosophy and commitment, a current résumé highlighting achievements related to criteria noted above, and the names of at least three individuals with whom the candidate has worked. Deadline for submission of materials is a postmark of April 1, 1992. Send to:

Human Resources Management Department
Santa Clara University
Santa Clara, California 95053

Santa Clara University is an equal opportunity, affirmative action employer, committed to excellence through diversity, and in this spirit, particularly welcomes applications from women, persons of color, and members of other under-represented groups.

ABOUT NORTHWEST

The college is located in northwest Wyoming, about 70 miles from the east entrance to Yellowstone Park and 90 miles south of Billings, Montana. Powell is a city of 5,200, the economy of which is based on tourism, ranching, and education. Northwest College is a two-year, largely residential college of 2,000 students. The college is a member of the National Association of Public Colleges and Universities (NAACU).

Public Administration: Ph.D. or M.P.A. required. Send letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

Public Administration: Ph.D. or M.P.A. required. Send letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

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Public Administration: Ph.D. or M.P.A. required. Send letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

OHIO STATE UNIVERSITY

PROGRAM SPECIALIST

for the Mountain Plains Regional Resource Center at Utah State University. Specialized in assistive technology and assistive devices. Requires master's degree in special education or closely related field; working knowledge and experience in implementing P.L. 94-142 and its amendments; demonstrated experience in consultation, inservice training, validated instructional techniques and delivering technical assistance. Extensive travel is required. Salary negotiable. Commensurate with qualifications and experience. Closing date: 4/15/92 or until filled. Position will begin June, 1992. Send letter of application, résumé or vita, and names, addresses and phone numbers of at least three references to: Marilyn J. Smith, Assistant to the Director, Center for Persons with Disabilities, Utah State University, Logan, UT 84322-8900.

USU is an AA/EEO Employer.

DEAN and DIRECTOR
The Ohio State University at Lima

The Ohio State University at Lima (OSU-L) is a regional campus of the Ohio State University. It shares with the Lima Technical College (LTC) four main buildings located on a 565-acre campus in the northwestern Ohio community of Lima (pop. 45,000). Its nine-county service area is primarily rural.

As one of the Ohio State University's four regional campuses, OSU-L offers the first one to two years of instruction for most undergraduate majors, a two-year Associate of Arts degree, and some upper division and graduate courses as well as a full baccalaureate degree in elementary education. OSU-L currently enrolls approximately 1500 students and employs 43 full-time and 35 part-time faculty members and some 40 administrative and classified staff.

OSU-L is seeking a dynamic, energetic leader who will work collaboratively and collegially with faculty, staff and students as well as with the co-located (but separately administered) Lima Technical College and the local community.

The Dean and Director is the administrative head of the campus and reports to the Senior Vice President for Academic Affairs and Provost of The Ohio State University. The Dean and Director manages an annual operating budget of approximately 7 million dollars.

Candidates for this position should have the following qualifications:

- * An earned doctorate from an accredited institution.
- * A record of scholarly, intellectual and professional achievement sufficient to be eligible for tenure in one of the academic departments of The Ohio State University.
- * Understanding and commitment to the philosophy of a comprehensive university.
- * Demonstrated leadership, organizational and managerial skills, and a commitment to participatory governance.
- * Ability to develop and manage an institutional budget and identify and develop priorities and strategic plans.
- * Ability to establish strong working relationships with the Columbus campus of The Ohio State University and other regional campuses and to serve as an effective advocate for the Lima campus within the university and the community.
- * Experience in student recruitment, development, and fund raising.
- * Demonstrated commitment to equal opportunity and affirmative action.

Applicants should send a letter of application, current curriculum vita, and four letters of reference to: Dean's Search Committee, The Ohio State University at Lima, 222 Delvin Hall 4240 Campus Drive, Lima, OH 45804.

Applicants to assure full consideration, applications and nominations should be received by April 15, 1992. The Search Committee will begin screening dossiers on that date, but will continue to receive applications until the Dean and Director is selected. The Ohio State University is an equal-opportunity affirmative action employer.

DIRECTOR OF INFORMATION SYSTEMS Santa Clara University

Santa Clara University seeks a dynamic individual to be responsible for leadership, strategic planning, and coordination in applying information technology to all aspects of the University's educational, research and administrative activities. The Director reports to the Vice President for Academic Affairs, and works closely with faculty, students, and staff at all levels in meeting these responsibilities. Duties also include managing an organization of 33 employees and an operating budget of \$3 million in support of academic and administrative computing, personal computers, telecommunications, and networking. The computing environment includes DEC and IBM mainframes, 1200 personal computers, and a MIPX PBX. Santa Clara is both a BITNET and Internet node.

Applicants for this position must have a vision of the growing role of information technology in higher education; a record of increasingly responsible management experience, preferably in a university setting; a strong technical knowledge; and excellent interpersonal and communication skills. An advanced degree is required, and a Ph.D. with previous experience in university teaching or academic research is preferred.

Santa Clara is a Jesuit, Catholic, comprehensive university located in the heart of Silicon Valley. Founded in 1861, it is a member of the Association of Jesuit Colleges and Universities. The university's current enrollment is 7,700 undergraduate, graduate and professional students.

Application deadline is April 15, 1992. Letters of application with résumé, salary history, and the names of three references should be sent to:

Human Resources Management Department
Santa Clara University
Santa Clara, California 95053

Santa Clara University is an equal opportunity, affirmative action employer, committed to excellence through diversity, and in this spirit, particularly welcomes applications from women, persons of color, and members of other under-represented groups.

needs faculty for composition and promotion. The Director coordinates with faculty on short- and long-range plans for the university's information technology needs. The Director also coordinates the efforts of programs both within the university and with other university departments and outside organizations. The Director establishes and maintains a curriculum vitae, a brief statement of their qualifications to be the applicant of record for the position. The Director must have the qualifications to be the applicant of record for the position. The Director must have the qualifications to be the applicant of record for the position.

Applicants must submit a letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

Applicants must submit a letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

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JEFFERSON COLLEGE

Hillboro, MO

Position Available: Dean of Vocational/Technical Education.

Responsibilities: The Dean of Vocational/Technical Education reports to the Vice President of Academic Affairs, assumes responsibility for supervision and evaluation of instruction in more than 30 degree and certificate programs in vocational/technical education; proposes a yearly budget request; approves all related expenditures; recruits and recommends faculty; conducts research relevant to the operation and development of vocational/technical education in the College.

Qualifications: Master's degree required. Doctorate strongly preferred. Minimum of five years experience in an administrative position with at least three years at the associate dean level or commensurate experience in a position of similar responsibility; experience with Carl Perkins funding; ability to provide direction for an ambitious and progressive vocational/technical education program in a participatory management environment; excellent communication skills. Teaching experience in a vocational/technical discipline and a working knowledge of Missouri State funding procedures is desirable. Available July 1, 1992.

The College at Jefferson College is a comprehensive community college located 30 miles south and west of St. Louis in the center of Jefferson County. Jefferson County is home to 170,000 people who enjoy the benefits of a rural environment in the immediate proximity of a major metropolitan area. The College offers a comprehensive curriculum in college transfer and vocational/technical programs to over 4,000 students each year. The vocational/technical education program is highly respected throughout the area and has received state, regional and national recognition for excellence in education.

Salary: Competitive. Jefferson College offers an excellent fringe benefit package including health and dental insurance, long-term disability, life insurance, a liberal leave and vacation provision, and an outstanding retirement program for its employees.

Applications must include: A letter of application addressing the qualifications, résumé, copies of transcripts and three letters of reference. Completed applications must be received no later than April 1, 1992.

Address inquiries and applications to: Dan Steadman, D.A., Vice President, Academic Affairs, Jefferson College, 1000 Village Drive, Hillboro, MO 63050 (314) 789-3956, Ext. 300

It is the policy of Jefferson College that no person shall, on the basis of race, sex, color or handicap, be subject to discrimination in employment, or in admission to any educational programs or activity of the College.

Secondary Field: Public Law and/or American Institutions. Ph.D., D.P.A., or A.J.D. degree is preferred. Three years of professional experience essential. Must have commitment to field-based alternative education. Send letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

Public Administration: Ph.D. or M.P.A. required. Send letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

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Public Administration: Ph.D. or M.P.A. required. Send letter of application, three letters of reference, and résumé to President's Office, Forest Institute, 200 Glendale, Wheeling, IL 60090. Applications will be reviewed as received until the position is filled.

Oregon Institute of Technology

Dean

School of The Engineering and Industrial Technologies

Oregon Institute of Technology, founded in 1947, is located on the sunny side of the crest of the Cascade mountain range and is one of eight institutions of the Oregon State System of Higher Education. It has 2,750 students at its main campus in Klamath Falls and an additional 250 at the OIT Metro Center in the Portland area.

The Dean is the chief academic and administrative officer of the School of The Engineering and Industrial Technologies and is responsible to the Provost for the academic activities of the departments of Business Technology, Civil Engineering Technology, Computer Systems Engineering Technology, Diesel Power Technology, Electronics Engineering Technology, Manufacturing Engineering Technology, and Mechanical Engineering Technology.

The Dean provides creative and effective leadership in:

- Building and augmenting the reputation of the School's teaching and academic programs
- Developing and modifying programs and staff matter in keeping with the changes in technology
- Providing the appropriate educational experience in computer theory and applications for OIT students in all majors
- Helping the School to appropriate resources, licensing agencies, and professional societies
- Promoting the collegial atmosphere and scholarly productivity of the School
- Involving the departments of the School in the delivery of quality off-campus education, meeting the needs of diverse populations and of the regional and statewide economies
- Strategic planning and fiscal management

An applicant must:

- 1) Be qualified to be appointed as a professor or associate professor with tenure in an academic department of the School and for personal involvement in teaching, service, and scholarship
- 2) Have prior achievement at the level of department chairman or equivalent

Send applications to:

Oregon Institute of Technology
Attn: Shelby Wladon, Personnel Director
3201 Campus Drive
Klamath Falls, Oregon 97601-8801
(503) 885-1108

Applications or nominations will be accepted until the position is filled.

OREGON INSTITUTE OF TECHNOLOGY IS AN EQUAL OPPORTUNITY EMPLOYER

Oregon Institute of Technology

Associate Dean - Academic Affairs

Darmen College is a dynamic, growing, private, 4-year, non-sectarian co-educational liberal arts institution. Enrollment is 1,600 on 37 acres in Amherst, NY. A suburb of Buffalo.

The Associate Dean reports directly to the V.P. of Academic Affairs and assists in curriculum coordination, program development, academic affairs, and academic advancement. The Registrar, Assistant Dean of Academic Affairs, HEDP Director, Computing and Academic Resource Director, Community Service and Cooperative Education report to the Associate Dean.

Qualifications: Candidates should have an earned A.B., possess some administrative background, and should demonstrate excellent writing, research and speaking skills as well as an ability to interact with people. Master's degree without significant administrative background who show potential for higher administration will also be considered. Salary will be commensurate with experience and other qualifications.

The position is available July 1, 1992. The application deadline is April 8, 1992. Submit letters of application to Dr. Charles J. Resny, V.P. for Academic Affairs and Dean of the College, Darmen College, 4380 Main Street, Amherst, NY 14226. AAEOE.

Recreation/Physical Education: The University of North Carolina at Wilmington, Division of Recreation and Therapeutic Services, is seeking a full-time, permanent, professional-level position in the Office of Recreation and Therapeutic Services, Division of Student Affairs. The position involves the supervision and coordination of all recreational and therapeutic programs, including the development and implementation of a comprehensive outdoor program. The position also involves the supervision and coordination of all recreational and therapeutic programs, including the development and implementation of a comprehensive outdoor program. The position also involves the supervision and coordination of all recreational and therapeutic programs, including the development and implementation of a comprehensive outdoor program.

Rehabilitation Education: University of Wisconsin-Stout, Assistant to the Associate Dean of Academic Affairs, is seeking a full-time, permanent, professional-level position in the Office of Academic Affairs. The position involves the supervision and coordination of all academic programs, including the development and implementation of a comprehensive academic program. The position also involves the supervision and coordination of all academic programs, including the development and implementation of a comprehensive academic program. The position also involves the supervision and coordination of all academic programs, including the development and implementation of a comprehensive academic program.

Religious/Concordia College, a liberal arts college of the Evangelical Lutheran Church

STETSON

CAMPUS LIFE POSITIONS

Stetson University is a private, coeducational, comprehensive, primarily residential and undergraduate institution with a strong tradition of excellence in the liberal arts and sciences, business, music and law. The University's Christian tradition is expressed in a values-oriented curriculum program which emphasizes social/ethical responsibility. Undergraduate enrollment is approximately 2000. The undergraduate programs are located on an attractive campus in a community of 25,000, about 20 miles west of Daytona Beach and 40 miles north of Orlando. Letters of application are invited for the following positions:

Assistant Dean of Campus Life. Master's degree, 5-7 years' experience in Student Judicial Affairs.

Director of Residential Life. Master's degree, 5-7 years' post-graduate supervisory experience in residential life program.

Assistant Director of Residential Life. Master's degree, experience in residential life program, good motivator interested in staff development. Live-in position.

Representatives of the University will conduct interviews through the placement services of ACPA and NASPA national conferences. Women, racial and ethnic minorities are strongly encouraged to apply. Please send curriculum vitae, unofficial transcript and request for detailed job description by April 1, 1992.

James R. Beasley
Vice President and Dean of Campus Life
Campus Box 8357
Stetson University
DeLand, Florida 32720

STETSON UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER

Coast Community College

ADMINISTRATIVE DEAN

VOCATIONAL/OCCUPATIONAL EDUCATION

Orange Coast College, located in southern California, is seeking applicants for this full-time, 12-month per year educational administrator position. Reporting to the V.P. of Instruction, duties will include providing leadership for development of curriculum for new programs; identification and development of funding sources; and program coordination with local high schools, regional occupational programs, and business and industry to develop occupational opportunities such as cooperative education, cooperative education, and 2 + 2 programs. Minimum qualifications include: California Community College Administrative Credential of Master's degree AND two yrs. full-time administrative experience. Three yrs. classroom teaching experience in a vocational/occupational program at the community college level is also preferred. The annual salary range is \$48,650 to \$73,551, plus excellent fringe benefits.

To obtain a complete job description and the required application forms, please contact the District Personnel Office: (714) 432-9007. Application must be filed prior to 4/17/92.

Coast Community College District
1370 Avenida
Costa Mesa, CA 92626

An Equal Opportunity, Affirmative Action Employer

Dean of Students

EMORY & HENRY COLLEGE

Emory & Henry, a United Methodist-related College of 800 students, most of whom live on campus, invites applications and nominations for the position of Dean of Students. Emory & Henry is a liberal arts college with an enrollment of \$20,000,000, and the campus facilities are in excellent condition.

Responsibilities include the full portfolio for student affairs on a residential campus: programming, housing, intramural, Greek life, campus security, health center, and discipline.

Qualifications include a master's degree in student affairs (doctorate preferred) and at least three years of experience in student affairs at a residential liberal arts college. The successful candidate will have a deep understanding of student affairs, a strong commitment to students, and the imagination and creative energy to develop new programs.

Review of applications will begin on March 29, and the search will continue until the position is filled.

Send applications and nominations to Office of the President, Emory & Henry College, Emory, VA 24327. A completed application includes a letter, c.v., and the names and phone numbers of three references.

AAEOE

In America, seeks applicants for a full-time position in theological education. The position involves the supervision and coordination of all theological education programs, including the development and implementation of a comprehensive theological education program. The position also involves the supervision and coordination of all theological education programs, including the development and implementation of a comprehensive theological education program. The position also involves the supervision and coordination of all theological education programs, including the development and implementation of a comprehensive theological education program.

Religious/Concordia College, a liberal arts college of the Evangelical Lutheran Church

every week in The Chronicle.

DEAN OF ADMISSIONS AND ENROLLMENT MANAGEMENT

PACIFIC LUTHERAN UNIVERSITY

TACOMA, WASHINGTON

Pacific Lutheran University invites applications and nominations for the position of Dean of Admissions and Enrollment Management. PLU is an independent, comprehensive university related to the Evangelical Lutheran Church in America. It includes a College of Arts and Sciences, and Professional Schools in the Arts, Business Administration, Education, Nursing and Physical Education, and offers a liberal arts student community of both traditional and non-traditional students. The university enrolls about 3500 students, among whom are 700 graduate students.

Class successfully relationships are characteristic of PLU, as are strong academic programs, a supportive learning environment and dedication to total student growth and development.

DUTIES AND RESPONSIBILITIES
Develop and implement a comprehensive enrollment management plan. The Dean is directly responsible for the recruitment and admission of undergraduate students and works closely with the Dean of Graduate Studies in the graduate recruiting and admissions process.

The Dean of Admissions and Enrollment Management reports to the Provost, who closely with the academic community, and chair the university's Enrollment Management Group. The Dean must demonstrate strong leadership qualities in all areas of admissions, and must have a strong commitment to the support and expansion of programs to increase student diversity, especially as it relates to students of color.

QUALIFICATIONS

- The Dean should have broad knowledge and experience in the operation of a comprehensive admissions program, in enrollment management theory and practice, in marketing for higher education, and in national trends for post-secondary education.
- The Dean should also demonstrate creativity, effective written and oral communication, experience in admissions computing systems, publication skills, and the ability to work effectively with all constituencies.
- Candidates should hold a master's degree and have at least five years of college or university experience, including administrative experience.
- Special attention will be given to candidates with experience in university recruitment and admissions and to those with admissions administrative experience at the state or associate college level.

APPLICATIONS
The position will be available on or after June 1, 1992, with application review to begin April 1, 1992. Applications, nominations or inquiries should be sent to:

J. Robert Wells, Provost
Pacific Lutheran University
Tacoma, WA 98447

Pacific Lutheran University actively embraces the goals of Equal Opportunity and Affirmative Action and encourages applications from women and minorities.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

DEAN OF EDUCATIONAL RESOURCES

El Centro College, Dallas, TX

El Centro College, part of the seven-college Dallas County Community College District, is seeking qualified applicants for the position of Dean of Educational Resources. El Centro, with an enrollment of approximately 5,800 credit and 5,200 continuing education students, is located in the heart of downtown Dallas; it is the most eclectic of the seven colleges and reflects the dynamic quality and cultural diversity of the Dallas Metropolis.

The Dean of Educational Resources has responsibility for the overall supervision of services of the College Educational Resource Center, including library, media distribution, audiovisual support and production, instructional and instructional computer lab. Responsibilities also include assisting faculty with instructional design, utilizing appropriate technology; serving as liaison for resource development efforts, and budget development/planning.

Requirements: Master's degree in educational or instructional technology, library or information science, or closely related field; five years of experience in an instructional resource environment within higher education or industry, including two years of both instructional design and supervisory experience; demonstrated ability to use multi-media technology and computer technology; and demonstrated skills in budget development/planning, and in grant writing.

For application, please submit a resume to Dr. Linda Siegel, Vice President of Instruction, El Centro College, 617 Kent Hall, College Station, TX 75202-3604. A DCCCD application form will be forwarded to applicants for completion and return. All application materials must be received by the deadline date of March 27, 1992.

EO/AAEO Employer

In Western relations. The position will be in the Department of Religion. The position involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program.

Religious/Ethical Traditional Religion. Undergraduate department of Philosophy and Religion. The position involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program.

Religious/Ethical Traditional Religion. Undergraduate department of Philosophy and Religion. The position involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program.

Religious/Ethical Traditional Religion. Undergraduate department of Philosophy and Religion. The position involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program. The position also involves the supervision and coordination of all religious education programs, including the development and implementation of a comprehensive religious education program.

DEAN OF STUDENTS

University of Wisconsin-River Falls

The University of Wisconsin-River Falls invites nominations and applications for the position of Dean of Students. The Dean of Students is the chief executive officer of the University and reports to the Assistant Vice President for Student Affairs. The Dean is responsible for the academic and extracurricular leadership and administration of the College, and reports to the President of the University.

The Dean must be a dynamic leader who can effectively administer a large and complex college. In the Fall, 1991, the College enrolled about 10,000 undergraduate and 1,500 graduate students. The College offers 22 undergraduate, 23 master's and 21 Ph.D. degree programs. These programs are administered by 25 academic departments and centers. The faculty numbers over 800.

Candidates for the position should possess the following qualifications:

- An earned doctorate and meet standards for appointment at the rank of professor (with tenure) in an academic department of the College of Liberal Arts
- National recognition for accomplishments in education, research, and professional activities
- Administrative experience at a significant level with leadership, management, and collaborative skills in the private sector
- Experience in securing financial support for research and educational purposes and in raising funds in the private sector

The Search Committee will accept applications and nominations until April 1, 1992. After this date, the Committee may request and consider credentials for candidates nominated by responsible sources. Nominations and letters of application, accompanied by a curriculum vitae, references, and other supporting materials, should be mailed to:

Chairman, Liberal Arts Dean Search Committee
Office of the Dean, College of Liberal Arts
The University of Wisconsin-River Falls
Austin, Texas 78712

The University of Texas at Austin is an Affirmative Action, Equal Opportunity Employer.

Lisa Rowell, Chair
Dean of Students Search Committee
University of Wisconsin-River Falls
119 Hathorn Hall, River Falls, WI 54222
FAX: (715) 425-4486

The University of Wisconsin-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. AAEOE.

DEAN

The College at Lincoln Center

FORDHAM UNIVERSITY

Fordham University invites nominations and applications for the position of Dean of the College at Lincoln Center.

The Dean is the chief academic officer of a four-year liberal arts college founded in 1960. It has a student body of approximately 2200 and a full-time faculty of 84. The College is intergenerational and has special entry programs for recent high school graduates, working adults, and the retired. The Dean reports to the Dean of the Arts and Science Faculty of the University. The Dean serves on a Council of Deans who plan and coordinate programs, advise on the most efficient use of resources. He administers within his College all approved academic programs, makes recommendations on all matters of faculty status, determines the academic status of students, prepares the budget for the College and represents the College in consultation with administrators of the University. Fordham seeks an individual with strong academic credentials, administrative experience, and an understanding of Fordham's tradition of Jesuit education.

Letters of application (including a current vita, and the names and addresses of three current professional references to whom you may write) and nominations should be sent by April 15, 1992, to:

Chairman Search Committee
Office of the Vice President for Academic Affairs
Fordham University
Bronx, New York 10458
AAEOE/MI/FFHV

Research/Biochemistry: Research Associate. The position involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program.

Research/Biochemistry: Research Associate. The position involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program.

Research/Biochemistry: Research Associate. The position involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program.

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Research/Biochemistry: Research Associate. The position involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program.

THE UNIVERSITY OF TEXAS AT AUSTIN

DEAN

COLLEGE OF LIBERAL ARTS

The University of Texas at Austin seeks a qualified individual as Dean of the College of Liberal Arts, effective September 1, 1992. The Dean is expected to provide leadership for the continued development of nationally recognized programs of instruction, research, and public service and will guide the College in its interactions with external constituencies. The Dean is the chief executive officer of the College, responsible for the academic and extracurricular leadership and administration of the College, and reports to the President of the University.

The Dean must be a dynamic leader who can effectively administer a large and complex college. In the Fall, 1991, the College enrolled about 10,000 undergraduate and 1,500 graduate students. The College offers 22 undergraduate, 23 master's and 21 Ph.D. degree programs. These programs are administered by 25 academic departments and centers. The faculty numbers over 800.

Candidates for the position should possess the following qualifications:

- An earned doctorate and meet standards for appointment at the rank of professor (with tenure) in an academic department of the College of Liberal Arts
- National recognition for accomplishments in education, research, and professional activities
- Administrative experience at a significant level with leadership, management, and collaborative skills in the private sector
- Experience in securing financial support for research and educational purposes and in raising funds in the private sector

The Search Committee will accept applications and nominations until April 1, 1992. After this date, the Committee may request and consider credentials for candidates nominated by responsible sources. Nominations and letters of application, accompanied by a curriculum vitae, references, and other supporting materials, should be mailed to:

Chairman, Liberal Arts Dean Search Committee
Office of the Dean, College of Liberal Arts
The University of Texas at Austin
Austin, Texas 78712

The University of Texas at Austin is an Affirmative Action, Equal Opportunity Employer.

Lisa Rowell, Chair
Dean of Students Search Committee
University of Wisconsin-River Falls
119 Hathorn Hall, River Falls, WI 54222
FAX: (715) 425-4486

The University of Wisconsin-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. AAEOE.

DEAN

SCHOOL OF ARCHITECTURE

The University of Detroit Mercy, which is a Catholic institution, is seeking a qualified individual as Dean of the School of Architecture. The Dean is the chief executive officer of the School and reports to the President of the University. The Dean is responsible for the academic and extracurricular leadership and administration of the School, and reports to the President of the University.

The Dean must be a dynamic leader who can effectively administer a large and complex school. In the Fall, 1991, the School enrolled about 1,000 undergraduate and 1,000 graduate students. The School offers 10 undergraduate and 10 graduate degree programs. These programs are administered by 10 academic departments and centers. The faculty numbers over 100.

Candidates for the position should possess the following qualifications:

- An earned doctorate and meet standards for appointment at the rank of professor (with tenure) in an academic department of the School of Architecture
- National recognition for accomplishments in education, research, and professional activities
- Administrative experience at a significant level with leadership, management, and collaborative skills in the private sector
- Experience in securing financial support for research and educational purposes and in raising funds in the private sector

The Search Committee will accept applications and nominations until April 1, 1992. After this date, the Committee may request and consider credentials for candidates nominated by responsible sources. Nominations and letters of application, accompanied by a curriculum vitae, references, and other supporting materials, should be mailed to:

Chairman, School of Architecture Dean Search Committee
Office of the Dean, School of Architecture
The University of Detroit Mercy
Detroit, Michigan 48224

The University of Detroit Mercy is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. AAEOE.

Lisa Rowell, Chair
Dean of Students Search Committee
University of Wisconsin-River Falls
119 Hathorn Hall, River Falls, WI 54222
FAX: (715) 425-4486

The University of Wisconsin-River Falls is committed to achieving diversity in its academic community. Women and minorities are strongly encouraged to apply. AAEOE.

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DEAN

College of Liberal Arts

UNIVERSITY OF ALASKA FAIRBANKS

The University of Alaska Fairbanks (UAF), a land-grant university, is seeking a qualified individual as Dean of the College of Liberal Arts. The Dean is the chief executive officer of the College and reports to the President of the University. The Dean is responsible for the academic and extracurricular leadership and administration of the College, and reports to the President of the University.

The Dean must be a dynamic leader who can effectively administer a large and complex college. In the Fall, 1991, the College enrolled about 1,000 undergraduate and 1,000 graduate students. The College offers 10 undergraduate and 10 graduate degree programs. These programs are administered by 10 academic departments and centers. The faculty numbers over 100.

Candidates for the position should possess the following qualifications:

- An earned terminal degree in the humanities, mathematics, or sciences
- A record of progressive responsibility in academic administration which includes a history of successful budgetary and fiscal administration
- Have attained the tenure rank of Professor
- A record of excellence in teaching, research/creative activity, and service
- A demonstrated commitment to supporting and retaining quality faculty, staff, and students
- A demonstrated commitment to faculty, staff, and student participation in university governance
- Strong interpersonal and communications skills
- Experience working with private and public external constituencies
- A desire to experiment with non-traditional educational opportunities
- Experience in multicultural environments

Candidates for the position should have the following qualifications:

• An earned terminal degree in the humanities, mathematics, or sciences

• A record of progressive responsibility in academic administration which includes a history of successful budgetary and fiscal administration

• Have attained the tenure rank of Professor

• A record of excellence in teaching, research/creative activity, and service

• A demonstrated commitment to supporting and retaining quality faculty, staff, and students

• A demonstrated commitment to faculty, staff, and student participation in university governance

• Strong interpersonal and communications skills

• Experience working with private and public external constituencies

• A desire to experiment with non-traditional educational opportunities

• Experience in multicultural environments

Please send a curriculum vitae; a statement of interest and educational philosophy; and names, addresses, and phone numbers of five references to:

Dr. Paul B. Reichardt, Chair
College of Liberal Arts Dean Search Committee
College of Natural Sciences
Room 365 Duckert Building
The University of Alaska Fairbanks
Fairbanks, Alaska 99775-1210
Phone: (907) 474-7941
FAX: (907) 474-5101

Application screening will begin 25 March 1992 and will continue until the position is filled. The position will be available 1 July 1992 or as soon thereafter as the successful candidate may begin.

The University of Alaska is an EEO/AA Employer and Educational Institution.

THE POSITION: Heritage College invites applications and nominations for the position of Dean, Division of Education and Psychology. This administrative role in coordination with the Chairs of the undergraduate and graduate departments of education and psychology. Salary is negotiable within the salary scale of the College.

QUALIFICATIONS:

- Terminal degree with background in Education, Counseling, and/or Psychology
- Sensitivity to culturally diverse populations
- Successful college administrative experience
- Commitment to cooperative decision-making
- Cooperation and communication with external constituencies

THE COLLEGE: Heritage College is an accredited, private, non-denominational liberal arts college offering graduate and undergraduate education to a multi-cultural population. Founded in 1981, Heritage is located in Tappanville, a rural region of central Washington State. Enrollment exceeds 1,000 students, with the typical student age being 30 years.

APPLICATION: Nominations, letters of application, resume, and three recent letters of recommendation should be sent by April 1, 1992 to:

Dr. E. Dennis Dampney, Academic Dean
Heritage College
3240 Fort Road
Tappanville, WA 99484
509-855-2244

Members of minority groups are especially encouraged to apply.

AAEOE

Research/Biochemistry: Research Associate. The position involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program. The position also involves the supervision and coordination of all research programs, including the development and implementation of a comprehensive research program.

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Your Window On Academe



If order cards are missing, use the form below.

YOUR WINDOW ON ACADEME

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D1092

BULLETIN BOARD: Positions available

THE UNIVERSITY OF TULSA

VICE PRESIDENT FOR STUDENT DEVELOPMENT

This newly created position reports directly to the President and is responsible for the development and coordination of all academic support programs at The University of Tulsa. Academic support groups include all freshman and sophomore advising, the Academic Transition Program, the Student Advocacy Center, the Health and Counseling Center, Career Counseling and Placement Office, Dean of Students Office, non-traditional student programs, Student Activities, and the Testing Office. Special emphasis will be the development of a transition program which is designed to assist students requiring additional academic preparation and non-traditional adult students enter into a competitive college environment. Another priority is the development of a program and services for a campus-wide student retention effort.

The minimum qualifications for this position are a master's degree, extensive experience in the development and coordination of programs to support "at-risk" and non-traditional students, a record of successful leadership in developing campus-wide retention programming, and experience in teaching at the college level.

The preferred qualifications for this position are a Ph.D. degree and program marketing and community outreach experience.

ASSISTANT VICE PRESIDENT FOR STUDENT DEVELOPMENT AND DIRECTOR OF THE ACADEMIC TRANSITION PROGRAM

This newly created position reports directly to the Vice President for Student Development and is responsible for assisting in the development and coordination of all academic support programs at The University of Tulsa. Academic support groups include all freshman and sophomore advising, the Academic Transition Program, the Student Advocacy Center, the Health and Counseling Center, Career Counseling and Placement Office, Dean of Students Office, non-traditional student programs, Student Activities, and the Testing Office. In addition, this position directs the Academic Transition Program for first-year students requiring additional academic preparation.

The qualifications for this position are a master's degree, teaching experience at the college level, and experience with developmental curricula and retention programs. A Ph.D. degree is preferred.

The starting salary is competitive and commensurate with experience. The University of Tulsa offers a comprehensive fringe benefits package, including 100% tuition reduction benefit for the employee and eligible dependents after one year of employment.

The University of Tulsa is committed to diversifying its faculty and staff. Members of under-represented groups are strongly encouraged to apply. Screening of applications will commence April 1, 1992. These positions will be available June 1, 1992. Applications, unless directed otherwise, will be considered for both positions. Applicants for one or both positions should send a letter of application, résumé, and names and addresses of three references to:

The University of Tulsa
Personnel Services
600 South College Avenue
Tulsa, Oklahoma 74114

The University of Tulsa is an Equal Opportunity, Affirmative Action Employer.



DEAN OF THE FACULTY/ VICE PRESIDENT FOR ACADEMIC AFFAIRS

Cedar Crest College seeks a Dean of Faculty who will demonstrate a commitment to high-quality education for women for the 21st Century. To advance the Cedar Crest mission, the Dean will possess a record of significant academic accomplishments and a readiness to participate in all areas of scholastic activity including teaching.

The successful candidate will demonstrate a knowledge of and experience with issues of diversity, pluralism, and internationalism as they are pertinent to Cedar Crest College. Applicants should be prepared to support the interdisciplinary character of the educational experience at Cedar Crest and extend leadership in enabling faculty and students to realize their educational aspirations.

Cedar Crest College is a four-year independent liberal arts college for women. There are 1,200 students about half of whom are traditional age and half of whom are adults returning to school. The 125-year-old college offers 32 majors with 57 full-time faculty, 80% of whom have terminal degrees. The beautiful campus is located in the Lehigh Valley, 90 miles from New York City and 50 miles from Philadelphia.

Nominations and expressions of interest will be received on a rolling basis until April 30, 1992 with the expectation of filling the position for the 1992-93 academic year. Competitive salary. Please send letters and curriculum vitae in confidence to Dr. Dorothy Gulbenkian Blaney, President, Cedar Crest College, 100 College Drive, Allentown, PA 18104-6196. EOE.

Residence Life Area Coordinator, Whitlaker College. The area coordinator is responsible for the administration of a residence life program serving 8-12 students. Duties include: selection, supervision and evaluation of 8-12 student resident staff; promote the development of residence life programs; provide programmatic and leadership opportunities to complement the faculty staff; encourage and support a variety of social programs; serve as an advisor to the residence life staff; coordinate the residence life staff's implementation of a residence life program; and coordinate a liaison to other college offices. The area coordinator is responsible for the selection, supervision and evaluation of 8-12 student resident staff. The area coordinator is responsible for the selection, supervision and evaluation of 8-12 student resident staff. The area coordinator is responsible for the selection, supervision and evaluation of 8-12 student resident staff.

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DEAN OF CURRICULUM STUDIES

Martin Community College, a multi-county, rural state community college of 750 FTE, is looking for an energetic, progressive individual to lead the institution's curriculum studies. This person should be able to provide formal direction in all educational areas including vocational programming and general transfer curriculum.

The Dean is the chief academic officer reporting directly to the President with responsibility for all curriculum personnel and programs, as well as implementing the College's academic plan, overseeing curriculum programs and associated facilities, equipment, personnel, and budgets.

An appreciation for and understanding of small, rural community colleges is important, as well as a good working knowledge of current state-of-the-art course delivery methods. The successful candidate must possess a master's degree from an accredited college or university, with a doctorate preferred. Additional preferred qualifications include college teaching and at least three years of community college and/or managerial experience.

The Dean position is available July 1, 1992; salary is commensurate with qualifications and college salary structure. A letter of application addressing the candidate's qualifications to perform the above listed duties, accompanied by résumé, statement of philosophy, and other credentials must be received by April 1, 1992. All inquiries should be directed to:

Office of the President
Martin Community College
Kahokee Park Road
Williamston, NC 27892
Affirmative Action,
Equal Opportunity Employer

NORTH CENTRAL KANSAS AREA VO-TECH SCHOOL

DIRECTOR/C.E.O.

North Central Kansas Area Vocational-Technical School, Beloit, Kansas, is accepting applications for Director/C.E.O. Contact Judy Bauman, Clerk, Box 507, Beloit, KS 67420 or 913/718-2276 for more information. Application deadline: March 18, 1992.

SWEET BRIAR COLLEGE Dean of Academic Advising

Dean of Academic Advising to develop and coordinate the academic advising program for freshmen and sophomores, continue the development of the Freshman Seminar Program, and manage college-wide retention efforts at a noted mid-Atlantic women's college. The position requires excellent interpersonal and advising skills, good interpersonal and leadership skills, commitment to women's education and development. Reports to the Dean of the College. Interview with Admissions, Financial Aid and Student Affairs. Available July 1992. Advanced degree in the Liberal Arts or Sciences, Ph.D. preferred. Send vita and three letters of recommendation to Dean George H. Lenz, Chair, Search Committee, Sweet Briar College, Sweet Briar, Virginia 24593. Consideration of applications will begin March 30, 1992. Women and minorities encouraged to apply. EOE.

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VICE PRESIDENT FOR STUDENT AFFAIRS

SOUTHEAST MISSOURI STATE UNIVERSITY is a comprehensive regional institution and the only senior institution serving the southeastern quadrant of Missouri. The University campus consists of 780 acres situated on a hill overlooking the city of Cape Girardeau and the Mississippi River. During the 1991 fall semester, 8,800 students were enrolled in programs leading to associate, bachelor's, master's and specialist degrees.

The VICE PRESIDENT reports directly to the President and is the senior administrative officer for the Division of Student Affairs. The Vice President is responsible for providing leadership and administrative direction to a comprehensive student affairs program which complements and supports the academic mission of the University and enriches the quality of student life. The Vice President works closely with academic leadership in providing direction for the co-curricular segment of the University's nationally-recognized University Studies program. The Vice President implements the programs of the newly-reorganized Division of Student Affairs, including enrollment management, student development, and auxiliary units.

FUNCTIONAL AREAS for which the Vice President will be responsible include: admissions/new student relations; orientation; coordination of scholarships; registrar's office (enrollment, student records); tutorial services; testing services; equal opportunity programs (Student Support Services, Talent Search); career planning and placement; health services; counseling services; student rights and responsibilities; services to minority students, commuter students, students with disabilities, adult learners, international students, off-campus students, and students with gender issues; residence life; University Center and campus activities (including bookstore and textbook services); Student Recreation Center/recreational sports; and the contracted university dining services.

REQUIRED QUALIFICATIONS:

- Earned doctorate in an appropriate field from an accredited institution.
- Evidence of commitment to the philosophy of student personnel work.
- Demonstrated administrative, management, and leadership skills.
- Significant, progressively responsible and relevant administrative and supervisory experience in areas related to this position in higher education (minimum of eight years preferred).

PREFERRED QUALIFICATIONS:

- Demonstrated expertise in a campus-wide program of enrollment management which enhances the recruitment, retention, and success of students.
- Demonstrated commitment to affirmative action and the promotion of cultural diversity.
- A record of experience in managing student-related auxiliary units and student advocacy.
- An outstanding record of contributions to the profession.
- Experience in teaching, academic advising and/or academic administration.
- The ability to work effectively with faculty, staff and students in a collegial governance structure.
- Strong interpersonal skills.
- Excellent verbal and written communications skills.

SALARY AND BENEFITS are competitive and commensurate with experience and credentials. This is a twelve-month position.

POSITION AVAILABLE: August 1, 1992, or as soon as possible thereafter.

NOMINATIONS DEADLINE: Nominations must be submitted not later than March 20, 1992 to the address listed below.

APPLICATION PROCEDURE: All application materials must be postmarked not later than Friday, April 3, 1992. Applicants should send a letter of interest which shows evidence of the qualifications noted above, a curriculum vitae, and the names, addresses, and phone numbers of five references to:

Kala M. Stroup, President
Southeast Missouri State University
One University Plaza, Cape Girardeau, Missouri 63701

Southeast Missouri State University is an Affirmative Action, Equal Opportunity Employer and encourages nominations and applications of women and minorities.



Associate Dean for Development Executive Director UVA Medical Alumni Association THE UNIVERSITY OF VIRGINIA

The School of Medicine at the University of Virginia seeks an experienced development professional for the new position of Associate Dean for Development/Executive Director of the Medical Alumni Association.

Reporting jointly to the Dean of the School of Medicine and the Board of Directors of the UVA Medical Alumni Association, the Associate Dean will be responsible for planning and implementing a comprehensive fund-raising program including major gift solicitation, corporate and foundation giving, planned giving and annual support programs.

The successful candidate will have a proven track record of major gift fund-raising, with at least five years of senior level management experience. The ability to work in a complex University setting and closely coordinate the Medical School development program within a decentralized university wide fund-raising structure is an essential requirement. The individual selected for this position will have integrity, a history of success in leading and motivating staff, strong interpersonal skills, demonstrated writing and oral presentation skills and the ability to personally solicit and close gifts. Salary is competitive and commensurate with experience. Send letters of application and/or nomination along with a résumé to:

Robert D. Sweeney
Vice President for Development
The University of Virginia
The Rotunda
P.O. Box 9013
Charlottesville, Virginia 22906-9013
FAX: 804/924-0656

The University of Virginia is an Equal Opportunity,
Affirmative Action Employer.
Women and minorities are encouraged to apply.

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have established a record of performance as a faculty member which qualified them for an appointment at the associate or full professor level. Previous college or university

End Paper

'Camera as Weapon': the Birth of the Era of Photojournalism



Media at Church in Havana, Cuba, 1960. (Photo by Ernest Lehman)

WORLD WAR I and World War II are commonly thought to have been separated by two decades of peace. In Germany, however, the battles never ceased. They simply shifted in form from military engagements to confrontations on the planes of culture, politics, and ideology. There was little time to revel in the "peaceful" interlude between the wars, for the bitter, divisive end to the first left a residue of problems that preoccupied Germany right up until the bloodthirsty launching of the second. Recovery from one war had barely begun before remilitarization started for the next.

Peace had no stable ground in which to root itself, because Germany between the wars was a country in flux. Even before the end of World War I, German sentiment had become polarized. Though many Germans supported Kaiser Wilhelm II's fervent patriotism and imperialist appetite for power, others felt deceived by the government, which had encouraged its military to persist in the war even when victory appeared hopeless.

Kaiser Wilhelm abdicated on 9 November, jolting the country into a search for a new order. Immediately, a German republic was declared, under Social Democratic leadership, but its grip on the nation proved tenuous, as did the hold of all seventeen governments elected in the interwar period until 1933, when Adolf Hitler brought a violent end to Germany's experiment with democracy.

Germans fiercely debated the political bent of the Weimar Republic, which took its name from the small town housing the seat of government, throughout the fifteen years of coalition governments. The Social Democratic Party held the leadership position throughout, but parties

far left and right of center wrestled desperately for power.

Plagued as they were by conflict and controversy, the Weimar years were also unprecedented in their



Ernest Lehman, 1930. (Photo by Ernest Lehman)

spawning of scientific, technological, and especially cultural breakthroughs. The friction between the recent war and impending disaster, between recovery and remilitarization, sparked a monumental surge of creative energy. Radio made its first public broadcasts in the 1920's, and by the end of the decade, it became the favored mass medium communication tool in political campaigns. Film graduated from silence to sound, painting and the graphic arts assumed a new formal and political intensity, theater became a participatory, all-embracing art form, and cabaret emerged as a dynamic new channel for political satire.

Photography entered a new age of creation in the mid-1920's with the advent of small, hand-held cameras, such as the Leica and Ermanox, capable of functioning with available light rather than flash. These cameras facilitated a new, more candid documentation of the world, while faster, more efficient rotary printing methods made this vision widely available to the German public through a proliferation of new, photographically illustrated magazines. The era of photojournalism had begun.

"Camera As Weapon: Worker Photography Between the Wars," an exhibition of over 122 photographs, periodicals, and works of graphic art will be at the Spencer Museum of Art at the University of Kansas, Lawrence, Kan., March 22 through May 10. It will then travel to the Grey Art Gallery, New York University (September 12-October 31) and the Photographic Resource Center, Boston (November 20-January 24, 1993).

The text above is by the curator, Leah Olman, and is excerpted from the exhibition catalogue, which is published by the Museum of Photographic Arts, San Diego, the organizers of the exhibition.

WARS & PEACE

Nineteen higher-education groups joined forces last week to oppose the Education Department's proposed rules that would generally bar colleges from reserving some scholarships for members of specific ethnic or racial groups.

The groups, led by the American Council on Education, issued a joint reply to the regulations. Education Secretary Lamar Alexander issued the proposed rules last year, following a year-long controversy over previous department statements banning minority scholarships. The deadline for public comment on the rules is this week.

The joint response to the regulations called them "legally flawed, factually unsupportable, and not in the public interest." The higher-education groups stated that the department had failed to consider the continuing economic and social barriers to minority students' obtaining a higher education.

The response also criticized the department's legal analysis and cited Supreme Court decisions allowing voluntary affirmative action as evidence that colleges could be allowed to offer minority scholarships.

Education Secretary Lamar Alexander issued a statement that did not reply to the specific points made in the groups' joint response. The statement said: "As we develop this policy guidance our goal is clear: to help clarify how colleges and universities can make special efforts in creating diversity on campus, and in increasing opportunities for disadvantaged students, without violating federal anti-discrimination law."

The National Association for Equal Opportunity in Higher Education, a lobbying group for black colleges, was among the organizations joining in the response to the Education Department. NAHEO's president, Samuel L. Myers, joined ACE's president, Robert H. Atwell, at a press conference to release the response.

Late last year, Mr. Myers sent a letter to black-college presidents accusing Mr. Atwell of taking a "bikewarm" position on the minority-scholarship issue and of ignoring black colleges when formulating that policy.

The letter, which was repudiated by many educators, said Mr. Atwell was "a foe of black colleges." At last week's press conference, however, Mr. Myers said he was "very pleased" with the way the ACE had organized the latest response to the regulations.

Mr. Myers said there had been an "opening up" of the process of setting policy for the major higher-education associations.

Mr. Atwell said he had not changed his position on minority scholarships and had always been strongly opposed to the Education Department's proposed regulations.

Government & Politics

Several States Ask Voters to Approve Bonds for College Construction Projects

Backers say the measures will 'jump-start' economies

By MARY CRYSTAL CAGE

College officials in several states are asking voters to approve the issuing of general-obligation bonds to finance renovation and construction projects. But they do so with more than a little trepidation.

Just two years ago, voters in California and New Mexico answered such requests with a resounding No. And college officials fear they will get the same response this year because the recession has made many voters skeptical of any increase in government spending or debt.

But the recession could also help the bond measures. Governors and legislators, noting that building projects create jobs, have been selling the bond measures as one way to jump-start state economies.

Bright Spots in Grim Sessions

Legislatures are preparing to place bond measures for higher education on ballots in several states, including California, New Mexico, North Carolina, and Virginia. In those states and others, those measures are bright spots in otherwise grim legislative sessions. The combination of revenue shortfalls and voters' opposition to tax hikes has greatly reduced higher education's chances of receiving increases in appropriations for basic operations.

The state with the most money at stake is California, where legislation is pending that would ask voters to approve \$900-million in bonds for higher education. Says Rodney Rose, president of the Society for College and University Planning: "It's not clear what the mood of the voters will be. This election in California will be a bell-weather test of their support."

College officials in California say that

"Arizona, like the rest of the country, is in a very severe recession. And when people are having a hard time paying their bills, they have a hard time passing bond measures."

early polls show voters will support the bond measure for higher education. But they were optimistic about the \$450-million bond measure on the state's November 1990 ballot, as well. Until that election, Californians had routinely approved higher-education bonds and college officials rarely mounted serious campaigns to secure passage.

This year, however, higher-education officials are not taking the voters' support for granted. Californians for Higher Education, a political-action committee, is gearing up for a statewide effort.

William B. Baker, vice-president for

Continued on Following Page



Rodney Rose of the Society for College and University Planning: "This election in California will be a bell-weather test" of voter support for higher education.

Dramatic Decline in Most Interest Rates Doesn't Extend to Stafford Loan Program

By THOMAS J. DeLOUGHRY

WASHINGTON

Car buyers and home purchasers may be reaping benefits from the lowest interest rates in nearly 20 years, but many student borrowers are not.

The prime rate has dropped to 6.5 per cent from 9 per cent in the past year, and mortgage rates and interest rates on car loans have dipped as well. At the same time, the interest rate on Stafford Student Loans—the largest federal student-loan program—has been frozen at 8 per cent.

Borrowers in two smaller federal programs—Supplemental Loans for Students and Parent Loans for Undergraduate Students—are benefiting. The interest rate on those loans for the current academic year is two points below last year's, but still exceeds the Stafford rate.

Student-aid officers and Congressional aides agree that the failure of Congress to provide a means of reducing the Stafford rate is a simple case of lawmakers' being caught by surprise. Efforts are under way on Capitol Hill to provide Stafford borrowers with some benefit if low interest rates hold.

The Higher Education Act was last amended in 1986, when the prime rate was above 8 per cent and no one thought to tamper with the flat interest rate of 8 per

Continued on Page A27

States Ask Voters to Approve Bonds for College Projects

Continued From Preceding Page
budget and university relations at the University of California, says state lawmakers are trying to win support by stressing that the bonds will create jobs that will help the state escape the recession. But, adds Mr. Baker, who is also the chairman of Californians for Higher Education: "It's a very tough climate out here. We're raising some money privately through alumni and foundations to hire a campaign consultant to advise us."

California's higher-education officials expect to devote much of their time in the coming months speaking to alumni, business, and civic groups about overcrowded classrooms, inadequate laboratories, and deteriorating buildings.

Similarly, John T. Casteen, III, president of the University of Virginia, says he will spend about three-fourths of his time addressing business groups and lobbying for a bond package that includes \$472-million for higher education.

'A Crisis Stage'

"I think the voters will approve the bond measure," Mr. Casteen says. "Virginia is looking at dramatic growth in its college population. For some colleges—and the community colleges in particular—it's already at a crisis stage. Something will have to give."

The Virginia bond measure, however, almost died before it got to the voters because the state General Assembly was divided over strategy and priorities. Some members wanted to include a tax increase on the ballot to finance \$500-million in transportation projects as a way of winning support from residents in the sprawling northern Virginia suburbs. But Gov. L. Douglas Wilder, a Democrat, and key legislators were adamantly opposed to the idea.

Ultimately, the Governor's proposal prevailed, and it will be presented to voters in November. Wil-



John M. Huie of Purdue U.: "Legislators have a lot of projects that are high priorities. They just don't feel that they can afford them."

liam M. Anderson, Jr., president of Mary Washington College and president of the Council of Presidents, a group that includes all public colleges and universities, says polls showed voter support for the Governor's position.

In North Carolina, legislators have been reluctant to approve a \$600-million state construction bond because they are concerned about how voters would react. Henson P. Barnes, president pro tem of the state Senate, says:

"People are upset about taxes and things that spend money."

Jay M. Robinson, vice-president for public affairs at the University of North Carolina System, says: "The problem is that most legislators are very apprehensive about putting anything on the ballot that might smack of tax increases."

On the other hand, Mr. Robinson says: "We think the bond issue will jump-start the economy." The university has mobilized alumni to prod legislators into approving the

\$600-million bond package, which includes \$335-million in projects for colleges and universities.

In the past, North Carolina financed capital improvements out of the state's general fund, rather than issuing bonds to get the money for construction. The money for capital improvements would be held in a special account and not be spent until it was clear that state revenues were adequate. Since 1989, Mr. Robinson says: "We've had money appropriated twice for capital projects, but the Governor had to use that money to eliminate budget deficits."

In many states, community-college districts face fewer political hurdles because they can place bond measures on local ballots without legislative approval. But they still must find a way to win voter approval.

Administrators in Arizona's Maricopa County Community College District, for example, have postponed their 1992 bond election twice so far. Originally they had hoped to put it on a district ballot in February. Then there were discussions about a May vote. Now it is tentatively planned for June.

'Very Severe Recession'

Although area business and civic leaders have told district officials that they support the college, Maricopa County voters defeated a bond measure for county facilities in November. District officials are waiting for the mood of the voters—and the area's economy—to improve.

Bruce D. Merrill, director of the media-research program in the school of journalism and telecommunications at Arizona State University, says: "Arizona, like the rest of the country, is in a very severe recession. And when people are having a hard time paying their bills, they have a hard time passing bond measures."

In Indiana, the General Assembly does not have to place general-obligation bond measures on the ballot. However, the state budget

director has told colleges the state will delay issuing some bonds for capital improvements because of revenue shortfalls and cash-flow problems. Of \$226-million in higher-education bonds authorized by the General Assembly in 1991, the state has released only \$32.8-million.

'Basically on Hold'

Says John M. Huie, vice-president for state relations at Purdue University: "We're basically on hold until we get their authorization."

The problem is that one of the projects on hold is a \$33.4-million veterinary-science building. The vet school just went through its accreditation review. While full accreditation was continued, it was done with the understanding that this building would be built in the near future," Mr. Huie says.

"The state isn't questioning the need for these facilities at all," Mr. Huie continues. "But the legislators have a lot of projects that are high priorities. They just don't feel that they can afford them."

Mr. Rose of the Society for College and University Planning points out that many of the college and university buildings in use today were built in the 1930's and 1940's and it is time for those buildings to be replaced. But he says: "I don't think higher education is going to have the state-budget priority that it needs to do that. I just don't think the money is there."

When possible, he says, colleges should try public-private ventures to help defray the cost of capital improvements, such as leasing of office space to private physicians' university medical facilities.

"Given the fact that it's going to be tougher and tougher to get public support for higher-education facilities, higher education is going to have to find these other methods to finance capital improvements."

They can't continue to fund from their tuition buses," he says. "And there's just not that much private money for bricks and mortar."

The property in question is a faculty-housing development developed by a non-profit corporation affiliated with the University of California at Irvine. In the development, residents own their own homes but pay rent to the university for the land beneath their homes.

The arrangement allows employees to build up equity in their houses and enjoy the tax advantages of home ownership. It also allows the university to restrict ownership of the homes to university employees and to keep housing prices from escalating. The homeowners never disputed that they were subject to property taxes on their homes, but challenged the right of Orange County to assess taxes on the land.

Under the ruling, the property itself is still exempt from the tax, but the homeowners will be subject to taxes on the value of their leases. A lawyer for the university system said the ruling could cost as much as \$2,000 more in taxes each year in places like Orange County.

GOLDIE BLUMENSTEIN

Scientists Ask: Should War on Cancer Be Re-Focused on Environmental Causes?

By STEPHEN BURD

WASHINGTON

Twenty years after President Nixon pledged that the federal government would wage a war against cancer, university scientists are engaged in a heated battle over whether they are winning or losing that war, and in what directions future campaigns should be waged.

The government contends that it has made significant progress against cancer by pouring billions of dollars into research. Some scientists, however, charge that the government is deceiving the public about the gains it has made against the disease and is ignoring the need for more research on environmental causes of cancer.

The stakes are high, both for the public health and for research universities. The National Cancer Institute, with an annual budget of \$2-billion, is the largest division of the National Institutes of Health and a top source of funds for research in the basic and applied biological sciences.

The leading critics of the cancer institute are environmentalists, such as the activist group Food and Water, which recently called a press conference to question the agency's approach to cancer research. Samuel Epstein, a professor of occupational and environmental medicine at the University of Illinois at Chicago and director of cancer prevention for Food and Water, accused the institute of "misleading and confusing the public and Congress by repeated claims that we are winning the war against cancer, when in fact cancer rates are increasing and our ability to treat and cure most cancers has not materially improved either."

'Blame-the-Victim Mentality'

Dr. Epstein said the institute had created a "blame-the-victim mentality" by attributing most cancer to personal choices such as "smoking and dietary fat" while failing to warn the public of the dangers of cancer-causing agents outside an individual's personal control—industrial and chemical carcinogens, for instance—that have made their way into the environment.

He then called on Congress to reorganize the institute's budget to give research on the causes and prevention of cancer "at least equal emphasis, in terms of budgetary and personnel resources," as all other areas in the cancer budget, including research on the diagnosis and treatment of cancer, and basic research.

The cancer institute currently allocates only about 5 percent of its budget to the kind of research Dr. Epstein said was crucial. Dr. Epstein would like those areas to make up at least half of the budget.

Many scientists, especially environmental and public-health researchers, agree that more study is needed on cancer prevention and control. "Not enough attention has been paid to industrial chemicals and pollutants and their potential role in causing cancer in the United States," said David Kriebel, an assistant professor in the work environment department at the University of Massachusetts at Lowell.

The House of Representatives included a provision in its legislation reauthorizing the NIH that would increase cancer-prevention research to 10 percent of the institute's budget, a move that Dr. Epstein said was a step in the right direction, but far from enough. The House report on the reauthorization legislation said that lawmakers were "deeply concerned" about the low level of support for such projects, "despite the availability of a large number of scientifically meritorious proposals" from grant applicants.

'Many Needs to Address'

Peter Greenwald, the director of cancer prevention and control at the institute, said that while prevention should be a top priority, other aspects of the cancer program were important as well. "The concern that I have is that there are many research needs to address the cancer problem," he said. "Basic research, prevention, early detection, and therapy are all important. It is a mistake to decrease the effort in any of these at this time."

Other scientists agree with Dr. Greenwald's view that shifting the cancer institute's budget toward environmental issues would be wrong. They argue that the institute has made great strides in combating cancer, especially in reducing the rates of several kinds of common forms and in extending the lives of many cancer patients. They argue that cancers caused by industrial and chemical carcinogens are so rare as to be insignificant and that people who make those substances an issue are politically motivated.

In an article in the winter 1992 issue of *The Public Interest*, Rich-

"Not enough attention has been paid to industrial chemicals and pollutants and their potential role in causing cancer in the United States."

ard D. Pollak, an assistant professor of science at St. John's University (N.Y.), wrote that scientists who blame cancer on industrial and chemical carcinogens have a "mindless distrust of everything man-made."

"Far from experiencing a cancer epidemic, in other words, modern industrial America has been able to support an increased population that is healthier and longer-lived than ever before," he wrote. "Cancer is no more of a plague than it was two generations ago."

He continued: "A general misconception is that most carcinogens result from human interference with nature. Individual citizens should worry less about industrial carcinogens and more about such mundane and preventable causes of cancer as smoking."

Researchers who receive funds from the cancer institute say that basic biological research into the causes of cancer, not environ-



Peter Greenwald of the National Cancer Institute: "The concern is that there are many research needs to address the cancer problem."

mental research, is the key to preventing cancer.

"If you don't understand the nature of the disease, how can you prevent it?" asked Jonathan P. Leis, a professor of biochemistry at Case Western Reserve University who receives institute funds to study cancer's biological causes. "Basic research gives us an understanding of how the cell works and why it is transformed to a cancerous state. We can then use that information in treatment and prevention. Scientists shouldn't impose political agendas on what is a very fundamental issue."

Competing Statistics

The debate over whether the cancer institute is winning the war against cancer is highlighted by sets of competing cancer-rate statistics, which have been used by both sides to further their own arguments.

Officials of the cancer institute admit that there is a long way to go before the war against the disease is won. But they say that statistics showing decreased cancer mortality rates indicate that the institute is on the right track.

Death rates are falling in the areas of childhood cancers and common cancers suffered by white people under the age of 65, including colorectal, ovarian, stomach, bladder, and cervical cancer, according to Richard Adamson, director of the institute's Division of Cancer Etiology. Similar success has not been met in reducing the death rates for individuals with those cancers who are 65 or older,

since 1950. While he argued that chemical and physical carcinogens played a significant role in explaining the increases, he said he didn't know exactly how big a role, because the cancer establishment had failed to study those causes.

'Improvements in Diagnosis'

But H. W. Lewis, a physics professor at the University of California at Santa Barbara, said that improvements in diagnosing and detecting cancer might make increased incidence rates look more alarming than they actually are. "For instance, improvements in diagnosis of prostate cancer may make it look like there are more cases than there used to be, but this may not be true," he said. "Most men get it in their 70's and 80's, but end up dying of other things. But since we've become better at finding it, we are finding cases we never would have found before. The same is true for other cancers."

Improvements in cancer diagnosis don't tell the whole story, according to Devra L. Davis, a scholar in residence at the National Academy of Sciences. Ms. Davis said that data collected from 1968 to the present indicated that cancer rates, when one ignores lung and stomach cancer, had increased steadily since 1968, suggesting that smoking and diet alone, the primary causes of lung and stomach cancer, cannot explain the growing rate of cancer incidence. While Ms. Davis said that "we do not have a good explanation for why some cancers are increasing that are not related to smoking," she added that she suspected that many of these cancers might be caused by chemical carcinogens.

'Politically Motivated'
Elizabeth Whelan, director of the American Council on Science and Health, disagreed. Occupational and industrial carcinogens account for only 1 percent of all cancers, she said. "There is no conflict or controversy. I am an epidemiologist. What I know is not an opinion. It's a fact," she said. Those who argue about the importance of industrial and chemical carcinogens "are people who are not using science or speaking scientifically. They are politically motivated."

Environmental lobbyists pointed out that Ms. Whelan's organization received much of its financial support from industry and corporations, and they argued that Ms. Whelan protected the interests of those supporters—a charge she denied.

Scientists on both sides of the issue argue that researchers on the other side are politically motivated and are using statistics to advance their own agendas. "Once statistical information gets into the body politic, it can be used to advance anything. People see in statistics what they want to see," said Mr. Lewis of the University of California.

The problem with this, said Ms. Davis of the science academy, is that the public is left in the dark. "The public ends up trusting no one," she said.

Some scientists say that improvements in cancer diagnosis and detection make Dr. Epstein's statistics suspect, as well.

Dr. Epstein said there had been a 44-percent increase in cancer incidence, with a 60-percent increase in breast cancer in women and colon cancer in men, as well as a 100-percent increase in testicular, prostate, and kidney cancers

STATE NOTES

- South Carolina measure allows renaming of 6 state colleges
- Tenn. to give funds to colleges meeting minority-student goals
- Court says land for employee housing is subject to property taxes

South Carolina's Gov. Carroll A. Campbell, Jr., a Republican, has signed a bill that will allow six state colleges to be renamed as universities.

A similar measure has been enacted in Virginia and is under consideration in New Jersey.

Under the South Carolina law, the College of Charleston and South Carolina State, Winthrop, and Francis Marion Colleges will adopt the new designation this summer. The Citadel and Lander College have the option of changing their designation from college to university, but have not yet decided whether to do so.

State lawmakers emphasized that no additional money would be appropriated for the institutions solely because of the name changes.

In Virginia, Gov. L. Douglas Wilder signed a bill last week that changed the name of Christopher Newport College to Christopher Newport University.

In New Jersey, Monmouth and Rider Colleges are lobbying for a bill that would allow them to be renamed universities. The New

Jersey Board of Higher Education has been considering a policy that would create two kinds of universities—research institutions and teaching institutions. But Gov. Jim Florio, a Democrat, who disapproves of the board's proposed policy, said it would "dilute the standards of excellence" at New Jersey's institutions of higher education.

MARY CRYSTAL CAGE

The Tennessee Higher Education Commission, which provides extra funds to colleges that meet several enrollment goals, now also rates colleges based on how much they increase the diversity of their student populations.

An institution receives a finan-

cial bonus based on how many of the commission's standards it meets. An institution that scores 100 points for meeting all of the goals can receive an incentive bonus that equals 5.45 percent of its regular state appropriation.

Under the revised formula, which sets the standards for 1992-93 through 1996-97, an institution may receive up to 10 points for meeting the state's goals on enrollment. In addition to increasing racial diversity, the commission also has set enrollment goals for specific types of institutions.

For instance, a community college will be rated on its enrollment of recent high-school graduates and its enrollment of adults. A comprehensive research institution will be rated on the number of two-year-college transfer stu-

dents it enrolls and on its graduate enrollment.

M.C.C.

In a decision that will limit how California colleges can help their employees meet housing costs, the state Supreme Court has ruled that university-owned land is subject to property taxes if the land is being used to provide housing to college employees.

In a unanimous ruling, the court held that the exemption from property taxes provided by the state constitution for public schools and colleges did not apply to the land in such cases because the land was not being "used exclusively for" educational purposes but rather to benefit the employees.

GOLDIE BLUMENSTEIN

WASHINGTON UPDATE

- Senate committee includes direct-loan plan in tax legislation
- U.S. seeks debate on admissions policies for alumni children
- Lawmakers criticize National Science Foundation priorities
- Superconducting Supercollider budget, schedule questioned
- NIH to extend support for clinical research programs on AIDS

The Senate Finance Committee last week approved tax legislation that included a direct student-loan program.

The pilot project for 500 colleges and trade schools is a larger, modified version of a plan that Sen. Bill Bradley, Democrat of New Jersey, and three others introduced last month (*The Chronicle*, March 4).

The program would provide "Self-Reliance Loans" of up to \$5,000 a year for undergraduates and up to \$15,000 a year for graduate students, beginning with the 1993-94 academic year. The borrowers would pay 3, 5, or 7 percent of their adjusted gross income to the Internal Revenue Service until their debts were paid.

The version the committee approved was larger than the 300-institution project that the Senators proposed last month. The proposal would tie the interest rate on the loans to rates on 10-year and 30-year Treasury bills, which are currently higher than the one-year Treasury-bill rate in the original plan, but are expected to be lower

over time. The full Senate is expected to vote on the tax legislation this week. The House approved a tax bill last month that did not include a direct-loan program.

—THOMAS J. DELOUGHRY

The U.S. Commission on Civil Rights has called for a greater public debate on whether it is legal or proper for colleges to grant preference in admissions to the children of alumni.

The commission made the recommendation in a new report, "Civil Rights Issues Facing Asian Americans in the 1990's." The report noted that Asian-American students had charged that they lose chances at admission to some elite universities because of the effects of alumni admissions preferences. The Education Department, in a 1990 investigation at Harvard University, said it was legitimate for colleges to give preference to children of alumni.

The Civil Rights Commission report said that the issue "deserves

to be debated and articulated by the larger community of legal scholars and civil-rights advocates against the broader context of civil-rights enforcement."

The report said the issue "will continue to affect Asian Americans and other minorities adversely to the extent that they are underrepresented among alumni of elite colleges."

—SCOTT JASCHIK

Members of a House subcommittee charged last week that the National Science Foundation was not doing enough to modernize university facilities or to improve mathematics and science education.

The criticism came at a hearing of the House Subcommittee on Science on President Bush's budget request for the foundation for fiscal 1993. The nsf's budget request for that year contains an increase of nearly 18 percent for research but only about 3 percent for education. The agency did not request any money for its Academic Research

Facilities Program or any increase for its Academic Research Instrumentation Program.

Walter E. Massey, director of the nsf, defended the small increase in the education budget—which has grown by over 90 percent in the past three years—as a necessary, but temporary, measure. "We feel this is a year for consolidation," he said. "It is not a harbinger of the future."

Rep. Rick Boucher, the chairman of the subcommittee and a Democrat from Virginia, asked Mr. Massey to justify a request for a 20-percent increase in financing of the nsf's own facilities in light of what Mr. Boucher considered an apparent lack of concern for the facilities of the nation's universities.

Rep. Sherwood L. Boehlert, Republican of New York, said he found it "mind-boggling that this country can find the money" for projects like the Superconducting Supercollider "when we're not doing enough for university facilities and education."

Mr. Massey said the nsf's priorities were people, instruments, and facilities, in that order, and the improvement of the agency's facilities would benefit many university scientists who make use of them.

—JACK GOODMAN

Lawmakers last week questioned the Energy Department's ability to complete the Superconducting Supercollider within its budget and on schedule.

Several members of the House subcommittee responsible for appropriations to the Energy Department also suggested that the department had not obtained sufficient commitments from foreign countries, especially Japan, to assist in paying for the ssc, which now is expected to cost more than \$8-billion.

William Happer, director of the Department of Energy's Office of Energy Research, defended the progress made on the ssc and tried to allay fears that it would run over budget and that it might not help the country enough to justify its cost. "We are managing this project with great care to make sure it is built on schedule and on budget," he said.

Mr. Happer expressed his satisfaction with the progress of negoti-

ations with the Japanese and said, "I believe they're prepared to help us on this." But Rep. David E. Skaggs, Democrat of Colorado, said he believed the Japanese had politically snubbed James D. Watkins, the Secretary of Energy, during a trip to gain support for the collider.

Rep. John T. Myers, Republican of Indiana, said many Congressmen were having difficulty justifying the ssc to their constituents, particularly during the recession, when lawmakers could not promise that anything concrete would come from it. "People are asking me, 'What's it going to do for me?'" he said.

Rep. Jim Chapman, Democrat of Texas, said Congress needed to see some return on the investment before "two atoms smash together in 1999."

Mr. Happer said that "a lot of the research in this project is immediately applicable to other industries," and cited the production of magnets for the ssc as one example of how the project has paid off "almost immediately."

The National Institutes of Health has announced that it will extend support to a number of centers conducting clinical trials of new drugs and therapies to fight AIDS.

Support for seven Adult Clinical Trial Units was supposed to be phased out in fiscal 1992 after the NIH reduced by 17 percent the amount of money going to the program. The agency acted in response to a Congressional mandate that more Pediatric Clinical Trial Units be set up.

Also, a new competition for grants resulted in several units receiving support at the expense of some existing units. While the NIH financed 32 Adult Clinical Trial Units in fiscal 1991, it was going to support only 28 this year. Now the NIH will support all 35 units through the end of the fiscal year.

Anthony S. Pauci, associate director for AIDS research at the NIH, said in a statement that the agency was committed to "finding the resources and redirecting funds from existing programs to extend funding" to the units.

—STEPHEN BUD

Government & Politics

Government & Politics

Unless Congress Acts, Interest Rate on Stafford Loans Will Stay at 8%

Continued From Page A23

when borrowers enter the fifth year of repayment.

Michael S. McPherson, professor of economics at Williams College, says students should not come to college because of a 4 percent rate, because 4 percent is still "a reasonable market interest rate for these loans." He notes that rates on mortgages or car loans have come down from where they were a year ago, but they have not gone below 8 percent.

U.S. Pays the Interest

Ms. Hart of Indiana University-Purdue University says most students don't worry about interest rates on Stafford loans while they're in college because the government pays the interest for them. But she expects graduating students to begin complaining if low interest rates on other kinds of loans continue for a long time.

"When they begin to hear—if they ever do—of mortgage rates of 7 or 7.5 percent, they'll begin to see that as different from what they're paying," she says.

Indeed, student groups that have been eager to criticize lawmakers on other matters seem happy with a stable interest rate and have not

"This is the first time

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really dramatic

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to a lot of parents."

raised much of a fuss about failing to benefit from decreasing interest rates. "Having it stultifiedly determined is much more comfortable and secure for us," says Selena Dong, legislative director for the United States Student Association. Nevertheless, the Senate last month acted to allow the interest rate to drop below 8 percent. It approved an amendment to the reauthorization of the Higher Education Act that says the interest rate should be 3.1 percentage points above the rate on three-month Treasury bills, provided that students do not have to pay more than 9 percent. If that rule were applied now, the rate would be 6.9 percent.

May Cut Banks' Profits

The House of Representatives is expected to take a different tack when it considers its reauthorization legislation in the next few weeks. Thomas R. Wolanin, staff director of the House Subcommittee on Postsecondary Education, says he expects lawmakers to keep the interest rate at 8 percent. But he says they may approve a measure that would cut banks' profits on the loans when market rates are low and require them to apply the funds to retiring students' debts more quickly.

Under current law, the government assures banks that they will receive an interest rate of 3.25 percentage points above the average Treasury bills.

Ms. Hart of Indiana University-Purdue University says the lower rates are saving money for parents and students because—unlike participants in the Stafford program—borrowers are responsible for paying the in-college interest on the supplemental and parent loans. "They're seeing some pretty direct relief," she says.

Barry McCarty, director of financial aid at Lafayette College, says the situation could get even better if Treasury-bill rates are still low in June, when the Education Department will set the interest rate for the 1992-93 academic year.

"This is the first time we're talking about really dramatic reductions," he says. "It could be really beneficial to a lot of parents."

Fluctuating Rates

Students and parents who have taken out Supplemental Loans for Students and Parent Loans for Undergraduate Students programs have benefited already, because the interest rate for the programs is sensitive to the market. Both have interest rates that are established each June at 3.25 percentage points above the rate on one-year Treasury bills. The interest rate is now 9.34 percent, down from 11.49 percent in 1990-91.

1991 NACUBO ENDOWMENT STUDY

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Status of Federal Legislation

As of 6 p.m. March 5, 1992. Bold type indicates changes since February 20, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright S 1035	SENATE BILL: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	SENATE: Passed September 27, 1991 S Rep 102-141
Job training HR 3033	HOUSE BILL: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 9, 1991 H Rep 102-240
National Institutes of Health HR 2507	BOTH BILLS: Would reauthorize the National Institutes of Health. Would lift a ban imposed by the Administration on federal support for research involving the transplantation of fetal tissue. Would authorize additional spending on health problems affecting women. Would modify a requirement that clinical trials using NIH funds include women as subjects. In health research, can present compelling scientific reasons for excluding them. HOUSE BILL: Would place new limits on the money universities could receive for the overhead costs associated with federal research.	HOUSE: Passed July 25, 1991 H Rep 102-138 SENATE: Approved by committee February 5, 1992
National Science Foundation HR 2282	HOUSE BILL: Would extend the 1985 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2.723 billion. The amendment would also allow up to \$40 million to continue the program to renovate research facilities and up to \$85.6 million to start a new program for research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities S 544	SENATE BILL: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	SENATE: Passed October 16, 1991 S Rep 102-141
Student aid HR 3553, S 1150	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would replace Stafford Student Loans with new loans provided by banks and guaranteed by the government, with a direct loan program in which students would borrow government funds from colleges. Would establish new payment rules for Pell Grants. In 1994-95, at \$2,750 plus one quarter of tuition up to \$1,575. Would exclude the equity a family owns in a home, farm, or business from calculation of wealth used to determine aid eligibility. SENATE BILL: Would reauthorize the Higher Education Act for seven years. Would maintain Stafford Student Loans, with loan limits of \$5,000 a year for undergraduates and \$8,500 a year for sophomores, \$5,500 for other undergraduates, and \$8,000 for graduate students. Would establish a new maximum size for Pell Grants of \$2,300 plus one quarter of tuition up to \$1,300 in 1993-94. For families with annual income of less than \$50,000, would exclude the equity a family owns in a home or farm from calculation of wealth used to determine aid eligibility.	HOUSE: Approved by committee October 23, 1991 H Rep 102-447 SENATE: Passed February 24, 1992 S Rep 102-204
Taxes HR 4210	BOTH BILLS: Would extend a tax deduction for contributions to educational funds provided by employers. Would reserve for Congress the right to limit the amount for interest on student loans. SENATE BILL: Would extend the tax deduction for contributions to educational funds for 1992 and 1993. SENATE BILL: Would extend the tax deduction for contributions to educational funds for 1992 and 1993.	HOUSE: Passed February 27, 1992 SENATE: Approved by committee March 3, 1992

WASHINGTON ALMANAC

IN FEDERAL ANNOUNCE

Antarctic research. The National Science Foundation has proposed rules to carry out an executive order that requires assessment of planned actions at the United States Antarctic Program so that potential environmental effects can be considered. Comments must be received by April 1 (*Federal Register*, March 2, Pages 7355-9).

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Superconducting Supercollider. HR 4330 would require that American companies be given priority in construction contracts for the ssc and that other contracts be awarded to foreign businesses only from countries that are participating in the

project. By Representative Hall (D-Tex.).
Taxes. HR 4319 would restore the tax deduction for interest paid on student loans and permit penalty-free withdrawals from retirement plans to pay for such costs. By Representative Baker (R-La.).
Taxes. HR 4314 would permanently extend the research-and-development tax credit for businesses. By Representative Packard (R-Cal.).

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

SENATE

Science budgets. March 19. Hearing on proposed budgets for the National Science Foundation and the Office of Science and Technology Policy. Contact: Senate Appropriations Subcommittee on Veterans' Affairs, Housing and Urban Development, and Independent Agencies; (202) 224-7231.

Business & Philanthropy

RJR Nabisco Plan Would Help Pay College Costs of Employees' Children

By LIZ McMILLEN

The RJR Nabisco Company has announced that it will help pay the college costs of its employees' children.

Pledging that no child of an RJR Nabisco employee will be denied postsecondary education because of financial barriers, the giant food and tobacco company said it would provide a combination of loan subsidies, scholarships, and up to \$4,000 in a matched-savings plan for each child of an employee.

The company says the plan will complement its Next Century Schools program, announced in 1989, which is providing \$30-million for elementary and secondary schools over five years to encourage "radical, sustainable change."

The new project is a way for the company to extend that commitment to employees, officials said.

Louis V. Gerstner, Jr., RJR Nabisco's chairman and chief executive officer, said the company ex-

pected every employee to take advantage of at least one aspect of the plan. "We don't view this merely as another employee benefit, like health insurance," Mr. Gerstner said in a statement. "We view this as a far-reaching investment that requires a commitment from employees as well as the company."

The Issue Is 'on the Table'

Many companies already provide educational assistance to their employees, including support for additional training and courses outside of work. Some also offer scholarships for the children of employees. RJR Nabisco's project appears to be the most comprehensive financial-assistance plan for employee children offered by any American company.

Companies increasingly are trying to limit the benefits they provide employees, but RJR Nabisco's announcement may spur more employee

assistance programs, said Denise Geormiller, a benefits consultant at Hewitt Associates, a compensation and benefits consulting firm. "Clearly, the issue has been put on the table," she said.

Nearly all of RJR Nabisco's 35,000 employees in the United States will be eligible for the assistance, with the exception of 147 top executives. Company officials said they wanted to make sure that financial support went to the people who actually need it.

RJR Nabisco's plan has several components, including:

- Training and incentives for employees to take part in improving the schools. The company said

it would provide workshops and grants to schools where employees hold leadership roles.

- A matched-savings plan to help employees pay for their children's education beyond high school, including college and university education as well as vocational and technical training. The company will match dollar-for-dollar as much as \$1,000 per child in each year of high school in a tax-deferred savings plan.

- Loan assistance and scholarships. For employees who borrow under the federal government's Parents Loans for Undergraduate Study, RJR Nabisco will pay loan fees and partially subsidize interest

expenses. Through an arrangement with the College Board, employees can have access to information about other kinds of financial support for education. The company will also continue to sponsor two scholarship programs.

- Expanded training for all employees and time off for workers to accompany their children on the first day of school and attend parent-teacher conferences.

Company officials said they expected about 6,000 to 7,000 children of employees to participate in the matched-savings program and about 4,000 children in the loan-subsidy program. Although the company hasn't estimated the cost of the entire plan, the loan subsidies and matched savings are expected to cost between \$5- and \$6-million a year.

PRIVATE SUPPORT

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Health. For research and training on maternal health in sub-Saharan Africa: \$998,700 over two years to Columbia U.

For a collaborative program to improve maternal and child health in Tanzania: \$330,400 over two years to Duke U.

International Issues. For the Program on Science and International Security: \$350,000 over two years to American Association for the Advancement of Science.

For the International Negotiation Network: \$350,000 to Emory U.

For a study of the proliferation of weapons of mass destruction: \$177,250 to Harvard U.

For research and training on new policy initiatives for nuclear-arms reductions and non-proliferation: \$333,500 over two years to Princeton U.

Medicine. For postgraduate training in obstetrics and gynecology in Ghana: \$213,500 over two years to U. of Ghana and \$283,500 over two years to U. of Michigan.

Minorities. For programs to increase the number of minority-group graduate students: \$310,000 over two years to Arizona State U.

For support of programs: \$100,000 over two years to American Indian College Fund.

Schools. For development of model comprehensive health and education services in junior high schools: \$400,000 over 21 months to Columbia U.

For implementation of state-policy reforms in middle-grade education: \$120,000 over two years to U. of New Mexico.

Science education. For a national project to reformulate the content of elementary and secondary education in science, mathematics, and technology: \$750,000 over three years to American Association for the Advancement of Science.

South Africa. For a career-development fellowship program for black South Africans at U.S. universities: \$120,000 over two years to Institute of International Education.

For research on legal issues involving gender: \$122,000 over 18 months to U. of the Witwatersrand (South Africa).

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Education. For a partnership with the New York City Public Schools to reduce the dropout rate among adolescents: \$500,000 to Fordham U.

Teaching. For training programs for high-school teachers of history: \$3.1-million to Woodrow Wilson National Fellowship Foundation.

Gifts & Bequests

Florida State University. For a professorship in human sciences: \$100,000 from Jean D. Wilson.

Institute of Paper Science and Technology. For the library: \$880,000 from William R. and Frances Haselton.

Palmier College of Chiropractic. For the endowment and for scholarships: \$217,000 from the estate of Elmer J. Ferguson.

Pennsylvania State University. For programs of science and mathematics education: equipment valued at \$433,000 from American Telephone and Telegraph Corporation.

For the new academic and athletic convention and events center: \$100,000 from Richard H. and Pamela Bard.

For graduate fellowships in engineering: \$107,750 from David and Doris Weisdorf.

Rampage College. For the International Telecommunications Center: \$180,000 from Becton Dickinson and Company.

Randolph-Macon Woman's College. For the capital campaign: \$1.4-million from an anonymous alumna and her husband.

Saint John's University (Minn.). For a professorship in the health sciences: \$2-million from the estate of Florence Rooney.

University of Arizona. For the college of law: \$200,000 from Ethel Bilby.

University of Kansas. For a laboratory fund in the school of engineering: \$100,000 from Hughes Aircraft Company.

University of Missouri at Columbia. For scholarships and a professorship in business: \$3-million from Sam M. Walton.

University of New Mexico. For athletic scholarships: \$358,125 from an anonymous donor.

For programs on Latin American business: \$150,000 from an anonymous donor.

For the art museum: paintings valued at \$100,000 from Ben Mandelman.

University of North Carolina at Charlotte. For a professorship in health-care ethics: \$330,000 from the Mecklenburg County Medical Society.

University of South Alabama. For a professorship in infectious diseases: \$600,000 from Abraham A. Mitchell.

University of Southwestern Louisiana. For professorships in the college of engineering and the school of art and architecture: \$300,000 from Association of General Contractors.

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Note Book

More than 400 college officials and students attended a conference last week at the University of Maryland at College Park to discuss ways to combat what they said was a growing problem of intolerance on college campuses.

Administrators at the conference, "Bigotry 202: Developing a Proactive Campus Approach," sought to share information on programs that universities had found successful in fighting bias.

The meeting was sponsored by the American Council on Education and the Washington Regional Task Force on Campus Prejudice, a 13-member coalition of colleges and universities in Maryland, Virginia, and the District of Columbia.

The task force, which meets monthly, was formed last year to respond to increasing incidents of harassment directed at women, members of racial and ethnic minorities, and homosexuals.

The conference organizers hoped colleges would form campus teams involving administrators, faculty members, and students to develop a comprehensive approach to problems of bias. Organizers also hoped other colleges would form coalitions to share information.

Administrators at Viterbo College have fired the entire staff of the student newspaper. The paper had published parodies about condoms and ads for a clinic's abortion-counseling services.

The college is affiliated with the Roman Catholic Church.

William Medland, president of the college, said that the newspaper, *The Lumen*, had "shocked the sensibilities of many students, faculty, staff, and administrators."

Student journalists said administrators were overreacting and trying to censor views that conflicted with Catholic beliefs.

Students who write for the paper in the future will have to follow new editorial guidelines that forbid obscenity, pornography, and disrespect for the Catholic Church, Mr. Medland said.

Fifty-six cadets from 14 of the nation's leading military colleges met at Texas A&M University to discuss, among other things, sexual harassment and discrimination.

The cadets, about a third of whom were women, discussed incidents of sexual harassment at their institutions and talked about how administrators had responded to them.

Texas A&M's own Corps of Cadets was embroiled in controversy last fall when several female cadets charged that they had been sexually harassed by male cadets. Cadets attending A&M's Military Weekend observance agreed that military colleges could help curb incidents of harassment by clearly articulating their support for female cadets.

Students



A state policeman in California wrestles a demonstrator to the floor in front of the Governor's office during a protest over increases in tuition costs.

At Public Colleges, More Double-Digit Tuition Growth; Upward Trend Likely to Slow at Private Institutions

Students in some of the largest state higher-education systems will face sharply higher costs

By JEAN EVANGELAU

Early announcements of tuition charges for 1992-93 indicate that public colleges will post another round of double-digit percentage increases, while private institutions will struggle to keep the growth in the single digits.

In academic 1991-92 the average tuition went up 12 per cent at public four-year colleges, 13 per cent at public community colleges, and 7 per cent at private four-year colleges, according to a survey by the College Board.

Even though the pace of private-college tuition increases is likely to slow, costs will still outrun inflation, said Michael S. McPherson, a professor of economics at Williams College who specializes in higher-education finance. Inflation, as measured by the Consumer Price Index, stood at 2.6 per cent for the 12 months ending in January.

"Private institutions are too nervous

both politically and economically to push tuition hard, and they're too strained to cut tuition, so there's a narrow window they can operate in," Mr. McPherson added.

Tuition increases at public institutions will surpass 10 per cent in states that have imposed mid-year budget cuts, predicted James B. Appleberry, president of the American Association of State Colleges and Universities. Some 30 states have reduced their 1992 higher-education appropriations or plan to do so, he said.

A 'National Tragedy'

This year, tuition for undergraduates averages \$2,137 at public four-year colleges and \$1,022 at public two-year colleges.

Higher tuition, coupled with the growing use of enrollment caps to keep costs down, will lay the groundwork for a "national tragedy," Mr. Appleberry said. "We're going to throw a lot of people on the trash heap of the underprepared" at a time when

the demand for college training is growing, he said.

Said Mr. McPherson: "The states don't seem to be able or willing to put money into preserving quality and maintaining low tuition. A major issue for the 90's is the fact that the current system for financing public higher education is not working well at all."

Although many public colleges will not set tuition rates until later in the year, it is clear that students in some of the largest state higher-education systems will face sharply higher costs.

In California, students at public four-year colleges will see another year of steep increases in fees, which are charged instead of tuition. The University of California said its fees would climb 22 per cent, to \$3,036. That increase, coming on the heels of a 40-per-cent jump in fees this year, has prompted student protests, including a

Continued on Page A32

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Graduate Schools Accused of Favoring Foreigners

Continued From Page A1
this country needs more minorities moving into certain fields such as science and engineering and we need to insure support and encouragement for their graduate study," says Jules B. LaPidus, president of the Council of Graduate Schools. "But I totally disagree with a good deal of his conclusions and the way he interprets and omits important data."

Mr. LaPidus says, for example, that while Mr. Morris reports that only 12 per cent of black Americans who earn doctorates in education received the bulk of their financial support from their universities, Mr. Morris does not mention that approximately the same percentage of white students receives



Frank L. Morris of Morgan State U.: "This is an argument that even the most racist or anti-black American might see logic in."

"Telling professors and academic departments how to dole out their support to their graduate students is an intrusion into universities."

most of their financial support from their institutions.

"We have to look at all the data to make fair comparisons of treatment," says Mr. LaPidus. "I see nothing in Morris's paper, the data, or any other reports that makes me believe that the number of and support for international students has a direct bearing on the number of and support for American minority students."

Complicated Comparisons

Mr. LaPidus also notes that comparing the source of graduate-study support of international students and American students—black or white—is complicated because international students are not eligible for federal student loans.

Mr. LaPidus says the 1990 data show that approximately 36 per cent of black students and 32 per cent of white students indicated that they used federal student loans as a source of some support for graduate school.

Claudia Mitchell-Kernan, vice-chancellor for graduate programs

at the University of California at Los Angeles, also finds Mr. Morris's report troublesome.

Ms. Mitchell-Kernan calls "invidious" his assumption that universities are choosing to ignore domestic minority-group members in favor of international students. She also questions any move toward a legislative remedy to the perceived problem.

"Telling professors and academic departments how to dole out their support to their graduate students is an undue intrusion into universities," Ms. Mitchell-Kernan says. "If there's a sense that underrepresented minority students are being discriminated against in terms of access to resources for graduate education, that ought to be handled as a separate issue from the presence of in-

ternational students on 'campuses.'"

Members of the Council of Historically Black Graduate Schools, which represents 35 historically black institutions that grant degrees beyond a bachelor's, want to link the financial support that American minority students receive to the amount that college and universities give to foreign students.

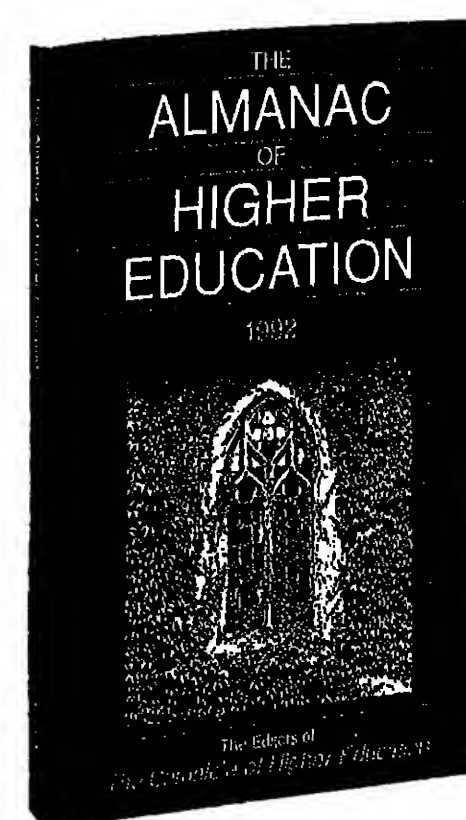
Lobbying Campaign Planned

Mr. Morris, who is president of the group, says he and other council members will lobby state legislators and members of Congress, especially members of the Congressional Black Caucus, to support an effort to compel universities to provide more support to minority students.

Members of the Council of Historically Black Graduate Schools also plan to bring the issue to news organizations, national higher-education associations, and black politicians across the country, Mr. Morris says.

"Countries and people who are likely to be our most fierce competitors in science and technology are being provided for by American universities in greater numbers and higher percentages than our own are being taken care of," Mr. Morris says. "This is an argument that even the most racist or anti-black American might see logic in because it is not only a matter of fairness, but national interest, too."

Copies of the report are available for \$5 each from Mr. Morris at Morgan State University, School of Graduate Studies, Coldspring Lane and Hillen Road, Baltimore 21239.



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Sharp Rise Seen in Tuition Rates at Public Colleges

Continued From Page A29

hunger strike on the Berkeley campus and demonstrations on the Davis campus.

In his budget request, Gov. Pete Wilson, a Republican, proposed raising fees at the 20-campus California State University System 40 per cent, to \$1,308. The system's trustees asked the Legislature to approve the proposal. But the request, coming after a 20-per-cent fee increase this year, has prompted fierce student opposition, and the Legislature may scale it back.

Increase in New York

At the California Community Colleges, which were free of charge until 1984, the Legislature increased fees 20 per cent for 1991-92, to \$6 a unit up to a maximum of \$120 a year. The outlook for 1992-93 is uncertain, with proposals ranging from substantial increases to reductions.

In New York, legislators are considering a budget submitted by Gov. Mario M. Cuomo that would raise undergraduate tuition at the State University of New York System by 23 per cent, to \$2,650. The \$500 increase would come on top of a \$500 increase this academic year and a \$150 increase in the spring 1991 semester.

In Texas, tuition for undergraduates at the state's four-year institutions will climb 20 per cent, to \$720 a year. Tuition for out-of-state undergraduates will rise 27 per cent, to \$4,860. In addition to tuition, mandatory fees, including student-service, student-center, and building-use charges, will amount to some \$500.

Mack Adams, assistant commissioner for student services at the Texas Higher Education Coordinating Board, said it had proposed a new approach to tuition setting that would shift a greater share of college costs to students. "It may make sense to have those who use the service pay for it, rather than have the general taxpayer pay for it," Mr. Adams said.

A Big Political Issue

The Legislature, which sets resident undergraduate tuition, rejected the proposal and voted to increase tuition by \$2 a credit hour each year through 1996-97. "Raising tuition is always a big political issue," Mr. Adams said. "Stu-



Michael S. McPherson of Williams College: "The current system for financing public higher education is not working well at all."

dents react and the Legislature is prone to respond."

Despite the steep increase, "Texas is still a bargain," Mr. Adams said, predicting that Texas public colleges would remain among the least expensive in the nation for both resident and non-resident students.

In Ohio, an effort to slow the rate of tuition growth at public colleges

"Colleges know the concern among the public, and they are doing their very level best to keep the increases down."

may fall victim to budget woes. For 1992-93, the Ohio Board of Regents will allow public colleges and universities to raise undergraduate tuition by up to 7 per cent or \$175, whichever is greater. That compares with a ceiling of 9 per cent or \$225 for the current academic year.

City U. of New York Suspends Activity Fee Due to Spending by Student Government

Officials of the City University of New York have voted to suspend the student activity fee and suspend stipends to student-government officers who have been under fire for spending thousands of dollars to rent limousines and to order room service at hotels.

The \$85-per-student fee, which generates about \$350,000 for allocation by the University Student Senate, will be eliminated in the fall of 1992. The CUNY Board of Trustees is also considering amendments that would reorganize col-

lege associations on individual campuses in an effort to insure that student fees are properly spent.

Students have criticized Jean LaMarre, president of the University Student Senate, for lavish spending, following an audit that found he had authorized the misuse of \$85,000 last year. Mr. LaMarre and eight officers of the University Student Senate received stipends totaling \$42,000 a year.

He was re-elected to his post last fall amid charges that the ballooning had been mishandled.

Said Mr. McPherson: "My impression is that the private colleges have internalized the principle of trying very hard to discipline costs and make tough judgments."

Arthur M. Hauptman, an independent consultant on college finance, said private colleges found it more and more difficult to gain added revenue through tuition increases.

"I think private colleges are running into the limits of a high-tuition and high-aid policy," he said. "They have such a large percentage of students on aid that for every increase of \$100 in tuition, they have to give \$50 to \$60 back in aid, so they don't gain as much from an increase as they once did."

Hood College Freezes Costs

In an effort to attract middle-income students, Hood College will freeze costs at this year's rate of \$12,078 for tuition and \$5,675 for room and board. Worcester Polytechnic Institute, which froze tuition for 1991-92, will raise it 3 per cent in the fall, to \$14,555.

At Bennington College, the comprehensive fee, which includes tuition, room, and board, will go up 2.9 per cent, to \$23,880. College officials said they had been able to keep the increase at the lowest level in Bennington's 60-year history because of the success of a \$30-million capital campaign.

Other institutions that have lowered the percentage increase in tuition include Boston University, up 4 per cent, to \$16,590; Carroll College in Wisconsin, up 3.3 per cent, to \$11,322; Dartmouth College, up 6.1 per cent, to \$17,334; Drew Uni-

versity, up 4.5 per cent, to \$16,820; Muhlenberg College, up 4.1 per cent, to \$15,740; and the University of New Haven, up 3.2 per cent, to \$9,700.

Beset by financial problems, Stanford University has abandoned its two-year-old policy of limiting tuition increases to one percentage point above the inflation rate. Tuition will go up 9.3 per cent, increasing by \$1,434 to \$16,536.

11% Increase at Wake Forest
"We made a commitment about holding down costs, but we have made a much more fundamental commitment to maintain the quality of a Stanford education," said James N. Rosse, the university's provost. "We have found that we can no longer meet both of those commitments at once."

At Wake Forest University, an 11.1-per-cent increase will bring tuition to \$12,000. For the last several years the university has told students to expect percentage increases in the double digits as part of a plan to raise faculty salaries and financial-aid spending. Future tuition increases will probably be smaller, according to a university spokesman.

Other private colleges that have set 1992-93 tuition include the following: Brown University, up 63 per cent, to \$17,384; Le Moyne College, up 7 per cent, to \$9,635; and the University of Chicago, up 1 per cent, to \$17,061. At Middlebury College the comprehensive fee, which covers tuition, room, and board, will be \$22,900, 8 per cent above this year's.

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Students

Hide Divides

Baseball coaches, players, and parents of athletes are pleading with the National Collegiate Athletic Association to "keep our coaches; our games; our practice sessions; and our scholarships," which they say have been unfairly cut.

Their plea comes in a letter written by Ron Polk, Mississippi State University's baseball coach, to the NCAA's presidents' commission. The letter, Mr. Polk says, is intended to let the commission and others know that they believe the rule changes the panel has supported over the last several years as part of its reform movement have hurt baseball.

Mr. Polk says in the letter that baseball players and coaches were not consulted about the changes and that baseball is not one of the "guilty parties" toward which the reforms should have been directed.

The reforms, most of which were passed at the NCAA's annual meeting in January 1991, limit the number of coaches, scholarships, practice time, and games for all Division I sports.

Coaches in other sports argue that most of the problems in college sports are in football and basketball. Mr. Polk has sent his letter to the 27 Division I institutions that play baseball, hoping that members of the teams and supporters of the sport will sign the letter and write to commission members and to the media. The Chronicle has received letters from athletes or parents of athletes at about 20 colleges.

Pete Dunn, the baseball coach at Stetson University, says his players signed and sent the letter to the commission because they feel they are being unfairly punished. "We feel strongly that baseball has been clean with none of the kind of violations that are prominent in other sports," he says. "We shouldn't be adjudicated on the basis of transgressions of other players in other sports."

Ted C. Tow, a spokesman for the NCAA, says the interests of those in baseball and all other sports were taken into account before the recent rule changes and continue to be a consideration for the association. He says, however, that the baseball coaches and players would do better by taking their concerns to the presidents of their own institutions.

"If they have a message, it needs to go through the home campus," says Mr. Tow. "It is their presidents and representatives that are voting on these issues."

Officials at both the University of Rhode Island and Bryant College have appointed panels to look into allegations of gambling on campus and rumors that players on the men's basketball team may have bet on college games.

Bryant College has dismissed one basketball player from its team and suspended four others, pending an investigation of their role in a betting pool allegedly masterminded by a basketball player who has been expelled from the college.

Athletics

Business as Usual at Las Vegas: Dramatic, Bitter, Ultimately Ambiguous

Campus still split by rift between president and coach

By DOUGLAS LEDERMAN

LAS VEGAS
Last week was just your average week in the epic story of Coach Jerry Tarkanian and the University of Nevada at Las Vegas, which means it was dramatic and bitter, yet ultimately ambiguous.

UNLV's basketball team played its final game of the season, concluding with an emotional goodbye tribute that brought tears to the eyes of the coach and many of his nearly 19,000 admirers in the stands.

Yet at week's end, Mr. Tarkanian's battle of wills with the university's aggressive and popular president, Robert C. Maxson, was far from resolved, and the coach was still in his office.

Both Camps Stand Firm

The two men and their supporters have clashed in recent weeks with all the antagonism, harsh words, and threats of a Wild West showdown. It is exactly the kind of direct confrontation that many people here had feared for years and desperately hoped to avoid, and it has deeply divided the university and this city.

Both camps—Mr. Tarkanian, his crew of lawyers, and his brush band of boosters; and Mr. Maxson, his administration, a group of prominent Las Vegasans, and most of the faculty—stood firm last week.

Mr. Tarkanian restated his plan to rescind his resignation and declined comment on speculation that he might sue to keep his job. He requested an independent investigation into his charge that the university had sabotaged his program, and said he might run for a position on the Board of Regents.

Mr. Maxson said he did not believe an outside inquiry was needed, and said the controversy must not be permitted to drag on. He also vowed that Mr. Tarkanian's days at UNLV are over.

No one—including most of the coach's supporters—doubts that that's true. What is not clear, however, is whether Mr. Tarkanian will succeed in taking Mr. Maxson down with him. Ultimately, both of their fates rest in the hands of the University of Nevada's nine regents, who have agreed to hold a closed personnel session with Mr. Maxson this week to discuss the basketball program.

While its chairwoman, Carolyn Sparks, wholly supports Mr. Maxson, the coach has some backers on the board.

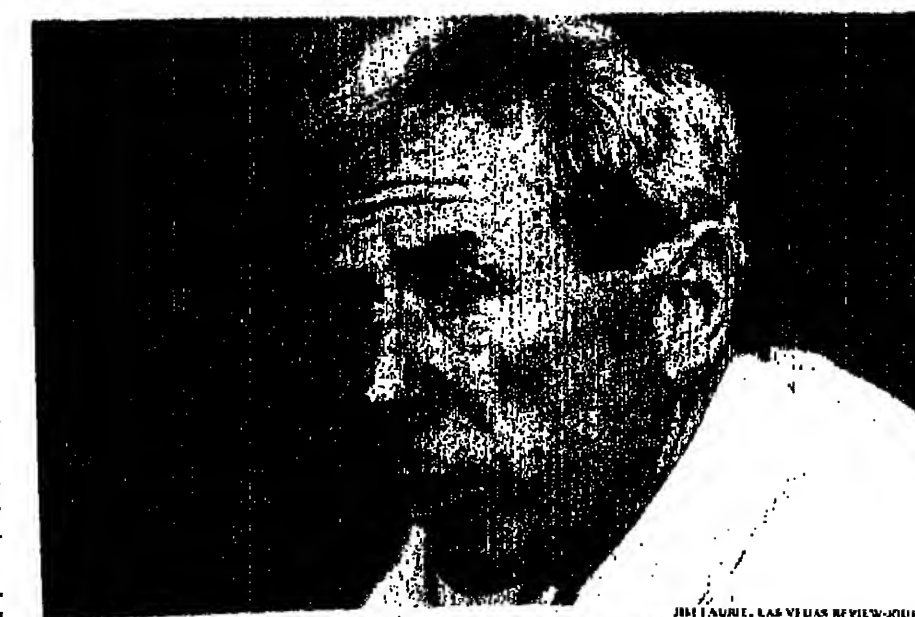
Seen as a Powerful Litmus Test

College sports officials around the country are watching the events here closely. Many of them view UNLV as a powerful litmus test of the ability of individual college presidents to bring their sports programs under control.

While the dispute here has been inflamed by many years of history and hard feelings, by strong personalities on both



Jerry Tarkanian leaves the court after the last game of the regular season: "If I stepped away, all this would have been swept under the carpet."



President Robert C. Maxson: "I knew very early on that business as usual in basketball was in conflict with the academic goals I had for this university."

Continued on Following Page

Showdown Between Coach and President Splits Las Vegas Campus

Continued From Preceding Page
sides, and by the unmistakable flashiness and bluster of Las Vegas, they say, the issues at its core exist anywhere where there's a very powerful coach. Such coaches are not in short supply, they note.

While many administrators, professors, students, and others at UNLV recognize the national implications of the conflict, they have more personal concerns, as well.

Students worry that the infighting will diminish the value of their degrees. Faculty members are tired of having UNLV's growth and slowly improving academic standing overshadowed by the constant noise about basketball. Just about everyone is dreading the next outlandish statement or damaging allegation and wondering: When will all this end? And what shape will the university be in after what Mr. Maxson calls "a fight for the soul of the institution?"

"This young institution is at a crossroads," the president said in an interview last week. "The citizens in this community are going to have to decide whether they want a serious institution or not. Or is it going to be what we've been accused of before: a basketball team with a university attached?"

Highest Percentage

If the soul of UNLV is at stake, Mr. Tarkanian and Mr. Maxson both see the devil in the other.

Mr. Tarkanian's past is well documented. He took over the univer-

sity's second-rate basketball program in 1973 and made it a winner. A victory in his final game last week gave him the highest winning percentage of any coach in college basketball history.

No one at UNLV denies that the basketball program has enticed Las Vegas to the university and spread its name nationally. But the team has struggled as much off the court as it has thrived on it.

Rules violations, serious questions about the academic qualifications of his players, and Mr. Tarkanian's legendary legal battles with the National Collegiate Athletic Association plagued the program during the coach's first dozen years here. That was allowed to happen because the basketball program was an "island unto itself," beyond the reach of academic administrators, said Joseph (Andy) Fry, a professor of history here for over 15 years. "All the other presidents either were very close to the program, or it was somehow part of their undoing. The boosters and coaches viewed any kind of supervisory authority as the enemy."

Mr. Maxson and many of his supporters say they now believe that a confrontation with Mr. Tarkanian was inevitable from the day the president arrived here in 1984.

"I knew very early on that business as usual in basketball was in conflict with the academic goals I had for this university," Mr. Maxson said.

The first major clash revolved

around the basketball program's 1987 recruitment of Lloyd Daniels, an illiterate New York City playground legend, which Mr. Tarkanian calls "my biggest mistake." It eventually led Mr. Maxson to request an NCAA investigation, and that inquiry led the association to charge UNLV with nearly 40 violations, which are still pending.

Last June, the *Las Vegas Review-Journal* published photographs of three Rebel players with Richard Perry, a man who'd been convicted of fixing sporting events. That damaging report spurred new discussions about Mr. Tarkanian's future. After weeks of negoti-

mously condemned the videotaping.

"It is anathema to everything that universities are about," says John Unruh, the senior vice-president and provost.

Mr. Tarkanian claims the taping was part of a broader conspiracy to undermine him and his program. The final step of the smear campaign, he argues, was a report last month in the *Review-Journal*, which he blames on UNLV officials, that the Justice Department was investigating possible point shaving by players. Mr. Tarkanian vehemently denies the allegation and says he will not leave the university

"This young institution is at a crossroads. The citizens in this community are going to have to decide whether they want a serious institution or not."

until "the truth comes out" about how his program has been treated.

"If I stepped away, all this would be swept under the carpet," Mr. Tarkanian said at a press conference at Piero's, a restaurant owned by one of his biggest boosters.

The resolution seemed more harmonious than anyone here could have hoped for: Mr. Maxson would get the chance to build the kind of basketball program he wanted, and Mr. Tarkanian seemed genuinely relieved to have it all end.

"I really felt good about resigning at the time," Mr. Tarkanian said last week.

Evidence of a Blunder

But Mr. Tarkanian says it has become clear to him now that university officials orchestrated the events that undermined his program and forced his resignation. He accuses the former interim athletics director, Dennis Finck, of leaking the Perry photographs to the newspaper. He says university officials hired students to spy on the basketball program, and contends that Mr. Maxson asked UNLV sports officials for information that would do the coach in. He has provided no solid documentation for these charges.

But there is incontrovertible evidence of a blunder by UNLV officials: October's clandestine videotaping, through an air duct in the gymnasium, of a conditioning class taught by Tim Grgrich, Mr. Tarkanian's top assistant.

UNLV officials say that Brad Booke, an assistant general counsel for the university, ordered the videotaping because he was concerned by reports that the 13 basketball players in the class were practicing illegally before the start of the season. They say Mr. Booke was frustrated by Mr. Grgrich's consistent denials that workouts were taking place and fearful that any revelations of illegal practices would destroy a program already under investigation for dozens of charges. He showed the tape to Mr. Grgrich's lawyer, UNLV officials say, hoping the evidence would end the practices. But instead the lawyer released the tape to the media, and "Camscam," as Mr. Tarkanian calls it, was born.

University officials have unani-

Academic Progress Questioned

Mr. Tarkanian's plan to rescind his resignation cranked the intensity here to a fever pitch. The coach's supporters were given time to air their grievances at a regents' meeting, where one booster suggested that the university's name should be changed to "Turk the Shark." T-shirts and bumper stickers proclaiming "Keep Turk/Fire Maxson" are prevalent, and a song by the same name got heavy airplay on radio stations here last week. A report circulated by boosters questions UNLV's academic progress under Mr. Maxson and argues that UNLV's basketball players graduate at a higher rate than other students. Campus officials say the data are faulty and show nothing of the kind.

Mr. Maxson's supporters have become energized, too. Staff members held a pro-academics rally last month, and the faculty senate overwhelmingly adopted a resolution expressing confidence in the president. This week the senate will debate a resolution urging UNLV to abandon basketball for two years if the program can't be cleaned up.

"The faculty has just started to have its say," said Warren W. Burggren, who became chairman of the biology department in January after 14 years at the University of Massachusetts at Amherst. "It has decided, 'Let's not, by being passive, not be counted.'"

Elaine Wynn, the former president of UNLV's fund-raising foundation and one of Mr. Maxson's most prominent supporters, expressed great confidence 18 months ago that UNLV's business community would rally around Mr. Maxson in any potential conflict with the basketball program. Now she seems disappointed that Mr. Maxson's fans in the area have been so quiet in recent months, al-

lowing Mr. Tarkanian to boogie without much dissent—that city is in his corner.

"I had hoped there would be a louder bell ringing," she said. "I think people who are educated who understand why this city needs a good university, will understand what needs to happen."

"Inherent Governance Issue"
The regents, she and others must support Mr. Maxson over Mr. Tarkanian.

"UNLV is testing an inherent governance issue: whether presidents can get control of athletic programs, so they operate not just within the letter of the law but the spirit of the law," said James H. Frey, a UNLV sociology professor who has written extensively on college-sports issues.

If Mr. Tarkanian were to ouster the president—or if the conspiracy were to force Mr. Maxson from his job—the consequences for the university's reputation would be devastating, observers here say.

"To let a coach depose a university president would be one of the worst things that could ever happen," said Douglas Unger, a novelist who left Syracuse University last year to help establish an internationally oriented master's program in creative writing here.

If such a decision were to be made, academics here say, it might be traced in part to the threats critics of the basketball program have received over the years. Mr. Unger noted, "are probably taking a little more seriously in Las Vegas than in some other places."

"People who have dared to speak out about our activities in intercollegiate athletics have had their physical well-being threatened, and their careers have been jeopardized," said Mr. Unger, the provost, who said he had been threatened when he headed an inquiry into the recruitment of Lloyd Daniels in 1987.

Ms. Sparks, the regents' chairwoman, is among those targeted. Boosters have announced a recall campaign to oust her from the board. Ms. Sparks, who is also a long-time contributor to the basketball program, insists that the board will not cave in to pressure from basketball fanatics.

"We will not be intimidated or bullied by people outside the institution who have no interest whatsoever in the academic program," UNLV, Ms. Sparks said.

"The whole country is watching to see what we're going to do here."

PEOPLE IN ATHLETICS

Robert L. Case, athletics director and head of the division of health and physical education at Sam Houston State U., has resigned his duties as director, effective June 1. Dave Dotch, football coach at Montana State U., has resigned his duties as coach, effective August 31. William Enochson, athletics director at Morrisville College, is on leave without pay to the president. Bill Manlove, athletics director at Weber State U., has resigned. David T. Nelson, athletics director and professor of physics at Luther College, has announced his retirement as director, effective August 31. Tom Shupe, athletics director at State U., has resigned. Richard Tombaro, athletics director at U. of Missouri at Columbia, has resigned.

Dispatch Case

Voters in Switzerland have rejected a proposed ban on scientific experiments using animals, but researchers there say increasingly tight restrictions are causing an exodus of biomedical scientists from the country.

In the referendum, 56 per cent of the voters rejected the ban, which had been introduced by animal-rights activists. Unlike a much harsher proposed ban that had been rejected five years ago, the latest would have tightened existing restrictions but allowed researchers, in many cases, to obtain special permission for their work.

Still another proposed ban is expected to be put before voters by the end of next year under Switzerland's system of direct democracy.

Researchers say that the pressure from Switzerland's animal-rights activists has caused the country gradually to adopt the world's strictest controls on research involving live animals.

"The pharmaceutical industry has already decided to move abroad," with its extensive animal experimentation for the safety of new drugs, says Peter Autenried, director of animal resources at the University Hospital of Zurich.

He says administrative obstacles to carrying out animal experiments in Switzerland mean that "ambitious researchers essentially will have to leave the country." The end result, he adds, will be a shift in Switzerland's respected research enterprise to such areas as invertebrate biology and biochemistry.

The growing restrictions "will really make biomedical research take a different direction in Switzerland," he says.

After threatening to strike if its demands for a salary increase were not met, the faculty union of the Autonomous University of Mexico, commonly called UNAM, accepted a relatively small increase at the 11th hour.

The Autonomous Association of Academic Personnel of UNAM had been seeking a 38-per-cent raise for its members. Instead it got a 13-per-cent raise plus a 3.5-per-cent deferred increase.

Ironically, the union had previously rejected the very offer it ended up accepting, and had threatened to strike just one week before it capitulated and agreed to take the university's terms. Some educators were not surprised at the turn of events, since the union was established by university authorities and its commitment to the instructors' interests is sometimes questioned.

Another possible factor in the decision to accept the 13-per-cent figure was that UNAM has still not raised student tuition, currently six cents a semester, although officials had announced they would do so (*The Chronicle*, January 8). The union had hoped that a tuition increase would be used to give instructors a more substantial raise.

International



South Africa's President F. W. de Klerk: "Any effort to return to what has failed will be signing the death warrant of hope for you, the youth of South Africa."

South African Students Urged to Participate in Referendum on Dismantling Apartheid

By LINDA VERGNANI

CAPE TOWN
South Africa's President F. W. de Klerk told students at the University of Stellenbosch last week that they would be deprived of a future if his government's moves toward a racially integrated democracy were abandoned.

"Any effort to return to what has failed will be signing the death warrant of hope for you, the youth of South Africa," the president told a gathering of 1,500 on the campus of the university that is known as "the intellectual home of Afrikanerdom."

Political and campus leaders who support the president as well as those who oppose his reforms are urging students in South Africa to play an active role in this month's referendum to determine whether the government should continue its efforts to dismantle apartheid.

Mr. de Klerk was given an enthusiastic reception at Stellenbosch as he began the first leg of a whirlwind campaign for a Yes vote in the whites-only referendum. Voters will be asked if they support "continuation of the reform process . . . which is aimed at a new constitution through negotiation." It is assumed here that any new constitution would include, among other things, provisions granting blacks political representation and the right to vote.

Warning of 'War and Terrorism'

A decisive victory by the right-wing Conservative Party in by-elections in the university town of Potchefstroom last month led Mr. de Klerk to stake his political future on the referendum. The president, whose National Party has controlled the government since 1948, has warned voters that they must support his reforms and a negotiated sharing of power with blacks or face a future of "war and terror."

U.S. Plans Fellowships for Graduate Students From Former U.S.S.R.

Congress backs program to aid 160 Benjamin Franklin Fellows

By PAUL DESRUISSEAU

WASHINGTON
The prize was a fellowship for up to two years of graduate or professional study in the United States. Last week in Moscow, more than 1,000 young Russians turned out to pick up application forms on the first day they were available.

Next fall 160 successful applicants, all of them citizens of Russia or other former republics of the Soviet Union, will be on U.S. campuses as members of the first class of Benjamin Franklin Fellows.

The details of the program, which has won \$7-million in support from Congress for each of its first two years, were announced here by the United States Information Agency, which is coordinating the project.

The fellowships will be awarded for graduate study in business administration, economics, law, and public administration. A candidate must be under 40 years of age, a college graduate, fluent in English, and a citizen of Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, or Uzbekistan. All 15 countries will be represented in the program, as the fellowships will be distributed across the region and among the four fields of study.

The program was made possible by legislation sponsored by Sen. George Mitchell, Democrat of Maine, and other members of Congress and incorporated in the

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Students Step Up Their Efforts in the Fight to Lift Ireland's Laws Against Abortion

By JOHN WALSH

DUBLIN
Student groups in Ireland have stepped up their campaign against laws that prohibit abortion and the distribution of information about it.

The students took their protest to the streets last month when a judge issued an injunction preventing a 14-year-old girl, who said she had been raped, from traveling to England to have an abortion.

Maxine Brady, who is president of the Union of Students in Ireland, said that when the injunction was announced, many pregnant women had sought advice from her organization. "They were worried that they might be prevented from leaving the country as well," she said. The student group contends that pregnant women should be given access to information about abortion.

Clause Added to Constitution

The Supreme Court, Ireland's highest legal authority, has told student organizations that they cannot provide information about abortion—not even the telephone numbers of abortion clinics in Britain.

Abortion has been against the law here

since a clause was added to the Constitution in 1983 that asserted the "right to life of the unborn."

Last month, however, one judge's interpretation of the law led him to declare the

Ireland's Supreme Court has told student organizations that they cannot provide

information about abortion—

not even the phone numbers

of abortion clinics in Britain.

14-year-old girl should not be allowed to leave the country for the purpose of having an abortion.

Estimates by the Union of Students and other groups here indicate that more than 4,000 Irish women a year go to England for abortions, and the law usually turns a blind eye. In the case of the 14-year-old, however, the police were first consulted by the girl's parents, who wanted to know if tis-

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Canada to Dismantle Science Council and Other Advisory Agencies

By JENNIFER LEWINGTON
TORONTO

The government of Prime Minister Brian Mulroney has stunned higher education with its announcement that the Science Council of Canada and a score of other independent advisory agencies will be dismantled as a cost-saving measure.

The surprise news was included in the federal budget, released last month. The budget also included a long-expected measure to crack down on university graduates who default on repayment of their student loans.

The elimination of the advisory agencies has strong political overtones. With an election expected next year, the Conservative Party government appeared to be reacting to the right-wing Reform Party, a staunch critic of big government. Moreover, the agencies, government financed but politically independent, were among Ottawa's pettiest critics.

With a \$3-million (Canadian) budget, the Science Council has offered advice on a wide range of public-policy issues affecting science and technology in the country, from new school curricula to industrial innovation. The council regularly needed Ottawa for its lukewarm support for research and development.

Canadian universities are fighting the government's plan and, if some research-oriented institu-

tions have their way, the Science Council will not disappear.

"It's going to be a challenge to universities" to keep the council going, says McMaster University President Geraldine Kenney-Wallace of the behind-the-scenes campaign to save the agency. Ms. Kenney-Wallace, a former chairman of the Science Council, says something needs to happen "in the next few weeks" if the agency—or something like it—is to have a future.

"We need to do something new and innovative," she says, and suggests a model along the lines of the U.S. Office of Technology Assessment that would provide some "strategic intelligence" for Canada.

Brookings Is Possible Model

Currently, no Canadian university is a leader in science-policy research. Without the Science Council, Canada would lose its only independent science and technology policy adviser. The council's present chairman, Janet Halliwell, is promoting the idea of a not-for-profit research institute, supported by industry and the provinces. She cites the Brookings Institution in Washington as a possible model.

If efforts to save the Science Council as an independent entity succeed, the organization may test the willingness and ability of universities, industry, and the

provinces to collaborate in an era of scarce resources.

The federal budget also introduced a measure to crack down on university graduates who default on their government loans. In the future, the government will seize the income-tax refunds owed to graduates and apply the money to the outstanding balance on their student loans. Now about one in every five student-loan recipients fails to pay back loans under the federal program.

Among other steps to raise revenue, the government will charge higher interest on student loans and compute interest from the day of graduation instead of six months later.

Students did receive one piece of good news: The government has decided to eliminate a 3-per-cent tax on student loans. But federal cash-transfer payments to the provinces for postsecondary education remain frozen, leaving about \$250-million less in 1992-93 for support of higher education.

The fallout from recent provincial cutbacks is now being felt by would-be university students in Ontario. According to data collected across the province, which is home to the largest student population in Canada, more high-school graduates will compete for fewer first-year places in higher education this year. The trend is expected to be seen in other provinces when statistics on applica-

tions are released over the next several weeks.

Applications from Ontario high-school students rose 2.5 per cent this year, to 57,000, with demand from adults and transfer students up 6.5 per cent, according to the Ontario Universities Application Center.

Fewer First-Year Places

The 16 Ontario universities predict they will have some 3,000 to 4,000 fewer first-year places next fall, and they put the blame on the provincial government for not providing enough financial support. The University of Toronto will admit 12 per cent fewer students next year, compared with cuts of 10 and 16 per cent at the University of Waterloo and Wilfrid Laurier University.

"The impact of the recent government funding announcement of only a 1-per-cent increase in operating grants is that the reduced intake has to be maintained for the fall of 1992," said Leonard Conolly, associate vice-president of the University of Guelph, where first-year enrollment will be cut by 20 per cent.

Richard Allen, Ontario's Minister of Colleges and Universities, discounts the institutions' dire predictions. The universities and the minister have been spurring for months over the impact of the government's efforts to control spending.

U.S. Will Award New Fellowships for Graduate Work

Continued From Preceding Page
Foreign Relations Authorization Act for 1992-93. The legislation's purpose is to support the economic and democratic development of 15 countries.

"This represents an intelligent investment on the part of the U.S. in building democratic institutions in the whole region," said Dan Davidson, a professor of Russian at Bryn Mawr College and executive director of the American Council on Education in Education and Language Study. The group is one of four U.S. academic-exchange organizations selected to administer the program. The others are the Institute of Interna-

ional Education, the International Research and Exchanges Board and the Soros Foundation.

"Franklin Fellows will be sent back to their home countries to benefit of the latest American training," added Mr. Davidson. "Many will assume leadership roles upon their return home, a future policy makers in local and national governments, education and the emerging private sector."

Mr. Davidson said he expected there would be 20,000 applicants for the 160 fellowships, and about 2,000 would be asked to submit academic and English-language testing. Franklin Fellows will be selected on the basis of test scores, academic excellence, and personal interviews. Mr. Davidson's organization is the principal administrator of the program and, with Mrs. Davidson, is responsible for all on-site recording, interviewing, testing, and orientation of candidates. The U.S. Fulbright Foreign Scholarship Board will oversee the program.

'Free and Open Competition'
Mr. Davidson said the existence of the program would "stimulate future contacts among individuals and institutions in all the affected disciplines and contribute greatly to mutual understanding." "The fellowships, he said, "may be the first truly open, merit-based, academic selection process in the territories of the former Soviet Union."

At a press conference in Moscow to announce the new program, U.S. Ambassador Robert Strauss stressed how the winners would be selected in "a free and open competition." Local reports of his comments helped trigger a rush at the Library of Foreign Literature when applications became available March 2. More than 1,000 students picked up forms and information about the program that day.

The exchange organizations have been running the program since 1990, and many of those

involved in running the program set up student-counseling offices in several cities in the region, which applications can be obtained in person or requested by telephone.

In each of the four areas of study, fellowships will be awarded to one-year courses of study leading to a degree, and for one-year, two-degree programs. All fellowships will include an 8- to 12-week internship with an academic or business organization. Recipients will come to the United States on J-1 visas that will be good only for the term of their fellowship.

Avoiding a Brain Drain

Addine C. O'Connell, chief of the academic-exchanges division under which the new program operates, said the visa restrictions would overcome any concern that the program would contribute to a brain drain from Russia and other former Soviet republics.

"The program is designed to support the economic and democratic reform in those countries," she said, "and as with all our exchanges, including the Fulbright program, participants are required

to go back home, where they can put to use what they've learned."

The Franklin Fellowships, she added, were the "first major U.S. government education effort in the former Soviet Union." While some graduate students had come to the United States under the Fulbright program, the numbers were never very large—only two did so in 1990, for example.

Ms. O'Connell said the USA hoped that American universities as well as other U.S. organizations and businesses would help support the program through tuition waivers and internships. "We're hoping this will augment and enhance the program," she said. "But we are prepared to use the full \$7-million authorized for this year and next."

Pamela Snyder, administrator of the fellowships at the American Council of Teachers of Russian, said the program would hold benefits even for those not selected. "Approximately 10 candidates will be tested and interviewed for each fellowship," she said, "and the process may provide even unsuccessful candidates useful experience which may contribute to their applications to other programs."

support us," said Anne Vorster, a University of Pretoria student and chairman of the campus branch of the Conservative Party. "Our organization on campus is much better than the National Party's."

Based on a survey of residents of campus dormitories, Mr. Vorster said he believed that of Pretoria's students who had made up their mind on the question, about 55 per cent supported the National Party and 45 per cent the Conservative Party. However, a substantial number are still undecided.

Mr. Vorster was among about 40 University of Pretoria students who went to Potchefstroom last month to help campaign for the Conservative Party. He said students had campaigned house to house in the region and played a critical role in the Conservatives' victory there.

The Pretoria students seemed particularly proud of a carnival float they built, which was parked outside a Potchefstroom polling place, showing the Convention for a Democratic South Africa as a Frankenstein. The convention, referred to here as CODESA, is the multiparty forum in which South Africa's political future is being negotiated.

Threat of 'Chaos' Seen
Mr. Vorster said he believed President de Klerk's education policies would cause "chaos," and that integration at schools and universities already had led to a lowering of standards.

As an example, he cited the decision by the University of Pretoria medical faculty to reserve 20 places for black students this year, "regardless of whether there are white students who have better grades than them. There is so much

affirmative action on the campus that in the end it's almost ludicrous."

If the Conservatives came to power, Mr. Vorster said, blacks would no longer be admitted to the University of Pretoria.

Graham Maitland, a fourth-year student at Pretoria who cannot vote in the coming referendum because he is black, said the mood on the campus was tense.

"There's basically a type of cold war between the Conservative Party and the National Party," he said, "with lots of pamphlets and counter pamphlets brought out by both."

Mr. Maitland said he was distressed by the racist remarks he had heard on the campus since the referendum was called. He also said he feared racial violence might be one outcome of the election. Two weeks ago, he said, he saw

Australia Plans Big Expansion in Vocational Training

By GEOFFREY MASLEN
MELBOURNE

The Australian government will spend \$750-million (U.S.) over the next three years on postsecondary education and training programs to create an extra 120,000 places for students.

The plan was announced by the Prime Minister, Paul Keating, as part of an ambitious \$1.7-billion spending package to try to revive the nation's ailing economy.

Mr. Keating said the federal government would take over full financing of "technical and further education"—known here as TAFE—from the states to create an expanded system of vocational education institutes. The plan represents a shift in government emphasis away from higher education to what the Prime Minister called "the weak reed" of technical and vocational training.

Australia's TAFE system is the larger of the two postsecondary education sectors and now enrolls nearly 1 million students. It provides para-professional, technical,

and technological diplomas and certificates. But TAFE colleges are a state responsibility, and they have been left behind in the huge expansion of the federally supported higher-education system over the past 10 years.

Mr. Keating said the federal government would allocate more than \$525-million between 1993 to 1995 to upgrade the technical and further education system and insure a sustained increase in student participation. An immediate infusion of about \$30-million would create an additional 10,000 vocational-training places starting in July.

Severe Overcrowding
An extra \$15-million would be allocated to new construction at universities over the next 12 months, to be matched by \$20-million from the institutions themselves. Most universities experienced severe overcrowding last year and have had to cut back on enrollment this year despite a huge surge in student demand.

Under the new plans, state and territory governments will retain responsibility for TAFE management and administration, while the federal government will take over the control and financial support for the sector.

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South African Students Urged to Participate in Referendum on Abolishing Apartheid

Continued From Page A35

On some Afrikaans-language campuses, which until recently had an almost exclusively white enrollment, right-wing conservatives are campaigning vigorously for a No vote and the return of segregation.

"We have been overwhelmed by people wanting to help and support us," said Anne Vorster, a University of Pretoria student and chairman of the campus branch of the Conservative Party. "Our organization on campus is much better than the National Party's."

Based on a survey of residents of campus dormitories, Mr. Vorster said he believed that of Pretoria's students who had made up their mind on the question, about 55 per cent supported the National Party and 45 per cent the Conservative Party. However, a substantial number are still undecided.

Mr. Vorster was among about 40 University of Pretoria students who went to Potchefstroom last month to help campaign for the Conservative Party. He said students had campaigned house to house in the region and played a critical role in the Conservatives' victory there.

The Pretoria students seemed particularly proud of a carnival float they built, which was parked outside a Potchefstroom polling place, showing the Convention for a Democratic South Africa as a Frankenstein. The convention, referred to here as CODESA, is the multiparty forum in which South Africa's political future is being negotiated.

Threat of 'Chaos' Seen
Mr. Vorster said he believed President de Klerk's education policies would cause "chaos," and that integration at schools and universities already had led to a lowering of standards.

As an example, he cited the decision by the University of Pretoria medical faculty to reserve 20 places for black students this year, "regardless of whether there are white students who have better grades than them. There is so much

affirmative action on the campus that in the end it's almost ludicrous."

If the Conservatives came to power, Mr. Vorster said, blacks would no longer be admitted to the University of Pretoria.

Graham Maitland, a fourth-year student at Pretoria who cannot vote in the coming referendum because he is black, said the mood on the campus was tense.

"There's basically a type of cold war between the Conservative Party and the National Party," he said, "with lots of pamphlets and counter pamphlets brought out by both."

Mr. Maitland said he was distressed by the racist remarks he had heard on the campus since the referendum was called. He also said he feared racial violence might be one outcome of the election. Two weeks ago, he said, he saw

four Conservative Party supporters "walking openly with guns on the campus, in front of the library."

Mr. Maitland is a member of the non-racial South African Students Congress, whose officers were scheduled to meet last week to draft a statement on the group's position on the upcoming referendum.

Mr. Maitland, however, said he personally would encourage students who were eligible to vote—white students—to vote Yes. "Not a Yes for de Klerk, but a Yes for CODESA and a Yes for negotiations," he said.

Jaco Boonzaaier, president of the Central Students Council at Potchefstroom University for Christian Higher Education, said the council had decided against taking an official stand on the referendum because its members had not been elected on political platforms.

A theology student, Mr. Boonzaaier said he would personally vote Yes because he believed the reform process was irreversible. "I think the time has come to encourage everyone to partake in negotiations and try to form a settlement," he said. He added that his personal religious convictions required him to support the reform process. "I firmly believe the solution for South Africa," he said, "is not based on party politics but in the love of Christ."

Fears About Foreign Relations
Mr. Boonzaaier said he thought most members of his council would also vote Yes, mainly because they were concerned with issues like the ability of the country's athletes and teams to compete in international sporting events and foreign investment in South Africa.

"Foreign countries will withdraw totally" if there is a No vote, he said. "It will be an almost impossible task to keep abreast of the world technologically."

Government officials tried to defuse the issue by stressing that the clauses authorized powers to be used "only in dire circumstances."

Lord Flowers, however, rejected Mr. Clarke's promise that he would not use such powers if the legislation passed. "No assurance given by a minister binds his successors," he said.

Students Step Up Their Efforts to Lift Ireland's Laws Against Abortion

Continued From Preceding Page
sue from the aborted fetus could be used in any legal proceedings against the alleged rapist. Local prosecutors were called in, and the judge was asked to issue a ruling.

The injunction caused an uproar, and students here were among the first to protest the decision. There were demonstrations and scuffles outside Leinster House, the seat of Parliament. Fortunately, from the government's viewpoint, the Supreme Court overturned the lower court's ruling, and the girl was allowed to leave the country.

The injunction has brought the issue of abortion back onto the political agenda in a way that anti-abortion groups had not wanted. As a result of the case, a few elected officials are now even saying that abortion facilities should be made available in certain circumstances, such as rape.

The Roman Catholic Church here remains resolutely opposed to abortion for any reason. Archbishop Desmond Connell of Dublin said last month that the legalization of abortion in many countries was democracy's equivalent of the corruption of power as seen under Nazi and Communist rule.

Campaign for Repeal

The outrage sparked by the injunction has led student and other groups to join forces in an attempt to repeal the 1983 amendment.

Ms. Brady of the Union of Students in Ireland said her group was continuing to provide advice about



Students take to the streets of Dublin to demonstrate against Irish laws prohibiting abortion and the distribution of information about abortion.

abortion to women who seek it. Ms. Brady, who is a single parent, said she was used to getting hate mail—some of it addressed to "the baby murderer"—because of her organization's view and her own belief that pregnant women should have access to information about abortion. She said students involved in her group's efforts were prepared to go to prison if necessary.

One anti-abortion group would

like to see them go. The Society for the Protection of Unborn Children already has hauled the Union of Students of Ireland into court several times to try to get it to stop distributing information about abortion. The students probably will be back in court here soon, as the society says it will seek a permanent injunction restraining them from distributing any information about abortion.

Said Ms. Brady: "Our members

have backed an information policy for time and time again." She said she was confident that delegates to Ireland's annual student congress would reaffirm that policy.

The students also are now involved in a separate campaign to make condom-vending machines available in bars and discos in Ireland. The sale of condoms is now restricted mainly to pharmacies, and sales through vending machines are prohibited.

"This represents an intelligent investment on the part of the U.S. in building democratic institutions in the whole region."

U.S. Fulbright Foreign Scholarship Board will oversee the program.

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Coming Events

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- 18-20: Minorities.** "Student-Campus Interview Session." Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Sheraton Hotel and Towers, Boston. Contact: STROSSBERG, (604) 577-3990.
- 18-19: Teaching.** "Teaching Thinking and Problem Solving." seminar, Kansas State University, Denver. Contact: Center for Faculty Education and Development, (800) 255-2757 or (913) 532-5970, fax (913) 532-5677.
- 18-20: Adolescents.** "The Troubled Adolescent: The Nation's Concern and Its Response." conference, University of Wisconsin-Stout and other sponsors, San Antonio, Tex. Contact: Kim R. Falk, (715) 232-2693, (800) 45-5700, fax (715) 232-3365.
- 18-20: Non-traditional education.** "Studies and Education." conference, West Chester University, West Chester, Pa. Contact: Nancy McIntyre, (215) 436-2393.
- 18-20: Personnel.** "Pre-Professional Teacher Interview Seminar." 401 Oaklin, Lincoln, Neb. Contact: Cheryl T. Reimer, (800) 288-8592 or (402) 489-9000.
- 18-21: Disabilities and technology.** "Technology and Persons With Disabilities." conference, California State University at Northridge, Los Angeles Airport Marriott Hotel, Los Angeles. Contact: Harry J. Murphy, (818) 885-2578, fax (818) 885-4929.
- 18-21: Political science and sociology.** "1992-1993: New Worlds, New Directions, and New Challenges." joint annual meeting, Southwestern Political Science Association and Southwestern Sociological Association, Hyatt Regency Hotel, Austin, Tex. Contact: H. Paul Chaffin, (800) 742-2400.
- 18-21: Popular culture.** Annual meeting, Popular Culture Association, Louisville, Ky. Contact: (419) 372-7861.
- 18-22: Higher education.** "Educating for the 21st Century." annual conference, National Association for Equal Opportunity in Higher Education, Washington Hilton Hotel, Washington. Contact: NAFEO, (202) 543-0111.
- 18-22: Education.** "Addressing New Challenges for Business in Education Reform: Responding to National and Local Initiatives." conference, Conference Board, Fairmont Hotel, Chicago. Contact: Conference Board, (212) 759-0900, fax (212) 985-7014.
- 18-22: Fund raising.** "How to Develop a Successful Planned-Giving Program." seminar, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 201 Madison-Hollywood Building, 3301 College Avenue, Fort Lauderdale, Fla. 33314.
- 18-22: Teacher education.** "Educating Teachers for America 2000: A Challenge to Higher Education." teleconference, Community College Satellite Network. Contact: Edgar Jimenez, (202) 728-0212.
- 18-20: Academic advising.** Regional conference, National Academic Advising Association, Penn. Ill. Contact: Rob Bennett or Ray Zurell, (309) 477-2438.
- 19-20: Academic advising.** Regional conference, National Academic Advising Association, Saratoga Springs, N.Y. Contact: Greg Hall, (617) 891-2147.
- 19-20: Business officers.** "Budgeting for Academic and Student Services Personnel." workshop, National Association of College and University Business Officers, St. Louis. Contact: NACUBO, (202) 861-2520.
- 19-21: English.** "Contexts, Communities, and Contradictions: Sites of Composing and Communicating." conference on college composition and communication, National Council of Teachers of English, Cincinnati. Contact: NCTE, (217) 326-3670.
- 19-21: International studies.** "Europe 1992: Challenges of Change." conference, East Carolina University, Greenville, N.C. Contact: Martin Schwartz, Department of Foreign Languages and Literature, East Carolina University, Greenville, N.C. 27858-4353.
- 19-21: Rural areas.** "Progressive Tradition: Reaping the Benefits of Rural Education." conference, American Council on Rural Special Education and National Rural and Small Schools Consortium, Little America Hotel and Towers, Salt Lake City. Contact: Kay S. Hull, (405) 744-6036, fax (405) 744-6756.
- 19-21: Students.** Annual conference on at-risk students, Georgia Southern University and Southern Association of Colleges and Schools, Hyatt Regency Hotel, Savannah, Ga. Contact: John W. Miller, (912) 681-5648.
- 19-22: Health administration.** Annual meeting, Association of University Programs in Health Administration, Omni Shoreham Hotel, Washington. Contact: AUPHA, (703) 524-5500.
- 19-22: Philosophy.** Meeting, Association for Symbolic Logic, Duke University, Durham, N.C. Contact: Angelika Lagen, Mathematics Department, Duke University, Durham, N.C. 27706.
- 20: Art education.** "Alternative and Innovative Methods and Media." conference for art educators, Edinboro University, Edinboro, Pa. Contact: Connie Mullineaux, (814) 732-2406.
- 20: Education.** "Men and Women: Issues of Gender and Sexuality." conference, Association for Humanistic Education and Development, St. John's University, Jamaica, N.Y. Contact: Andre McKenzie, (718) 990-1371.
- 20: Fund raising.** "Case Study of a Total Developmental Effort at a Two-Year Institution." workshop, Council for Advancement and Support of Education, Harrisburg Area Community College, Harrisburg, Pa. Contact: (202) 328-5900.
- 20: Japanese philanthropy.** "Japan at the American Grassroots." conference on Japanese philanthropy, Corporate Philanthropy Report, Stanford, Cal. Contact: Jenny Warwick, (206) 329-0422.
- 20: Minorities.** "Student-Campus Interview Session." teleconference, National Association of College and University Personnel, Fund for Negro Students, Park Plaza Inn, New Haven, Conn. Contact: (404) 577-3990.

REQUESTS FOR PROPOSALS

PUBLIC NOTICE

National Board for Professional Teaching Standards
Seeks Proposals for Creation of Multi-Field Assessment Development Laboratories (ADLs)

The National Board for Professional Teaching Standards (NBPTS) seeks proposals to its (RFP) #6. Proposals are sought from colleges, universities and state and local education agencies, along with other public and private agencies, organizations, groups and individuals for creation of the Multi-Field Assessment Development Laboratories (ADLs) to develop and field test assessment instruments, procedures and supporting materials for National Board certification of accomplished teaching in the following fields:

- Early Childhood/Generalist
- Middle Childhood/Generalist
- Early Adolescence/Science
- Adolescence and Young Adulthood/Science
- Early Adolescence/Math
- Adolescence and Young Adulthood/Math
- Early Adolescence/Social Studies
- Adolescence and Young Adulthood/Social Studies
- Middle Childhood/English Language Arts
- Adolescence and Young Adulthood/English Language Arts

Individuals interested in submitting a proposal in response to RFP #6 should contact:

National Board for Professional Teaching Standards
RFP #6
1320 18th Street, N.W., Suite 401
Washington, D.C. 20036

Proposals must be received by 5 p.m., Monday, May 4, 1992.

A bidder's conference will be held at 11 a.m. on Thursday, March 18, in the conference room of NBPTS, located on the 6th floor of 1320 18th Street, N.W., Washington, DC 20036.

- 20: Testing.** "Improving College Testing." seminar, Kansas State University, Denver. Contact: Center for Faculty Evaluation and Development, (800) 255-2757 or (913) 532-5970, fax (913) 532-5677.
- 20: World Affairs.** Symposium on World's Fair, Smithsonian Institution, Washington. Contact: World's Fair Symposium, Smithsonian Institution Libraries, Room 2457, NRC154, Smithsonian Institution, Washington 20560.

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- 20-21: Assessment.** "Documenting Educational Effectiveness: A Values-Based Approach Linking Vision and Assessment." workshop, Marian College, Hyatt Regency Hotel, Chicago. Contact: International Adversity Institute, (414) 923-8140, fax (414) 921-8228.
- 20-21: Personnel.** "A Complete and Innovative Approach to the Employment Function for Smaller Colleges." professional-development program, College and University Personnel Association, Back Bay Hilton Hotel, Boston. Contact: Lucia Cretella or Karen Simon, (202) 429-0311, ext. 6.
- 20-21: Philosophy.** "Power and Gender." conference, Radical Philosophy Association, Baltimore. Contact: Philosophy Department, Morgan State University, Baltimore 21239.
- 20-21: Reading.** "Reading the World: Multicultural and Multicultural Learning in Today's Classrooms." conference, Claremont Graduate School, Claremont, Cal. Contact: Philip Dwyer, (714) 621-8287.
- 20-21: Science writing.** "Communications Institute for Biomedical Scientists: Strategies for Writing Research Articles." conference, Baltimore. Contact: Ronald Dotterer, (717) 372-4199.
- 20-22: Philosophy.** "Six Objectors to Descartes' Six Meditations." conference, Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: Roger Arner or Marjorie Grene, (703) 231-4564.
- 20-22: Reading.** "The Practice and Representation of Reading in Britain: From the 14th to the 19th Century." international conference, Cambridge University Press, England. Contact: Cambridge Project for the Book, Maitland House, Newnham Road, Cambridge CB3 9EY, England. (0223) 311086.
- 20-22: Health education.** "Walt Whitman Facing West: A Symposium on the Death of the West." California State University, Fresno, Cal. Contact: Jerome Levine, (209) 278-7082, fax (209) 278-2006.
- 21: Geographical.** Meeting, American Society of Geographers, American University, New York. Contact: Jesse LeVitt, 485 Brooklawn Avenue, Fairfield, Conn. 06432.
- 21: Admissions.** College fair, National Association of College Admission Counselors, Indianapolis Convention Center, Indianapolis. Contact: (703) 836-2222, fax (703) 836-8015.
- 21: Personnel.** "Maximizing Staff Development and Training While Minimizing Costs." professional-development program, College and University Personnel Association, Back Bay Hilton Hotel, Boston. Contact: Lucia Cretella or Karen Simon, (202) 429-0311, ext. 6.
- 22-24: Fund raising.** "The Magic Relationship: Making the Non-Profit Profitable." seminar, Institute for Charitable Giving, Denver Marriott-City Center Hotel, Denver. Contact: icg, (312) 222-9757.
- 22-24: Higher education.** Annual meeting of the Association on Institutions of Higher Education, North Central Association, Hyatt Regency Hotel, Chicago. Contact: Susan Van Kollenburg, North Central Association, 159 North Dearborn Street, Chicago 60601.
- 22-25: Conference on events.** Conference for college and university conference and events managers, Association of Conference and Events Directors International, Orlando, Fla. Contact: Donna Love, (303) 491-5151.
- 22-27: Continuing education.** Leadership Institute for Continuing Professional Education, Harvard University and Pennsylvania State University, Cambridge, Mass. Contact: (617) 495-3572.
- 23: Student success courses.** One-day seminar on student success courses, College Survival Inc., Detroit. Contact: CSI, (800) 522-8323, fax (605) 343-7553.
- 23-24: Higher education.** "Assessment and Curriculum Reform." conference, George Mason University, Virginia Beach. Contact: (703) 953-2990.

- 23-24: Institutional advancement.** "Parents and Grandparents Programs: Creating a Special Link." workshop, Council for Advancement and Support of Education, Omni Biltmore Hotel, Providence, R.I. Contact: CASR, (202) 328-5900.
- 23-24: Institutional advancement.** "Special Events That Work." workshop, Council for Advancement and Support of Education, J.W. Marriott Hotel, Atlanta. Contact: CASE, (202) 328-5900.

- 23-25: Business officers.** "Intermediate Fund Accounting." workshop, National Association of College and University Business Officers, Kansas City, Mo. Contact: NACUBO, Professional Development Department, (202) 861-2520.
- 23-27: Communism.** "Communism's Heritage and the Education of Man for the 21st Century: Conference on the 40th Anniversary of His Birth." Charles and Connors Universities, Prague. Contact: Joseph F. Zacek, Department of History, State University of New York, Albany, N.Y. 12222.

- 24-25: Information.** Spring meetings, Council for Networked Information Task Force, Baltimore. Contact: Networked Information Task Force, Washington. Contact: Juan Lipincott, (202) 323-2466, fax (202) 462-7849.
- 24-26: Welding.** Annual convention, American Welding Society, McCormick Place East, Chicago. Contact: AWS, (303) 443-9253, fax (303) 443-7559.

- 25: Arctic.** "Assembly on the Arctic." National Academy of Sciences and other sponsors, Washington. Contact: (202) 334-2138.
- 25: Philosophy.** Symposium on hedonism, Rochester Institute of Technology, Rochester, N.Y. Contact: David B. Swift, College of Liberal Arts, Rochester Institute of Technology, Rochester, N.Y. 14623-0887.

- 25: Student success courses.** One-day seminar on student success courses, College Survival Inc., Dallas. Contact: CSI, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; (800) 528-8323, fax (605) 343-7553.
- 25-27: Computers.** "National Net '92: Advancing the Leading Edge." national conference, EDUCOM, Loews L'Enfant Plaza Hotel, Washington. Contact: EDUCOM, (202) 872-4200, BUREAU: NET-92@EDUCOM.

- 25-27: Drug abuse.** "Alcohol Policy and Community Action: Agendas for Today and Tomorrow." national conference, National Association for Public Health Policy, Sheraton Washington Hotel, Washington. Contact: Jo Lynn Reda, National Association of State Alcohol and Drug Abuse Directors, Suite 642, 444 North Capitol Street, N.W., Washington 20001; (202) 783-8688.
- 25-27: Ethics and business.** "The Ethics of Business in a Global Economy." conference, Council for Ethics in Economics, Columbus, Ohio. Contact: Paul M. Minus, CEE, 125 East Broad Street, Columbus, Ohio 43215.

- 25-27: Fund raising.** "Workshop for Newcomers in Development." annual for Advancement and Support of Education, Forum Hotel, Chicago. Contact: CASI, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

- 25-28: Philosophy.** Pacific Division meeting, American Philosophical Association, Seattle. Contact: Anita Silver, Philosophy Department, San Francisco State University, San Francisco 94132.
- 25-29: Arts.** Annual conference, International Association of the Fantastic in the Arts, Fort Lauderdale, Fla. Contact: Donald Palumbo, English Department, Shippensburg University, Shippensburg, Pa. 17257; (717) 532-1495 or (717) 532-6678.

- 26: Disabilities.** "The American With Disabilities Act: Disabled People in the Workplace and the Supervisor's Role." conference, Tri-University Consortium on Disability Policy, Suffolk University, Boston. Contact: David Pfeffer, Department of Public Management, Suffolk University, Boston 02108-2770; (617) 553-8116.

- 26-27: Business and education.** "Strategies in Educational Improvement and Workforce Preparation." 2002 conference, National Association of Industry-Education Cooperation, Sheraton, Buffalo, N.Y. Contact: NACE, 14220e, 1710 834-7047.
- 26-27: Higher education.** "Cases, Classroom Research, and Conversations." annual colloquium on undergraduate teaching and learning, Massachusetts Bay Community College, Hills, Mass. Contact: Elizabeth Fiske, Massachusetts Bay Community College, 50 Oakland Street, Wellesley Hills, Mass. 02151; (617) 237-1100, ext. 146, fax (617) 239-1047.

- 26-27: Institutional research.** "SRA to the Future: Professional Development for Institutional Research." forum, International Association for Institutional Research, Nashville, Ind. Contact: Kent Gruber Butler University, Indianapolis 46204; (317) 283-9526.
- 26-27: Libraries.** "Funding and the Future of the Academic Library." spring conference, New England Chapter of Association of College and Research Libraries, University of New Hampshire, Durham, N.H. Contact: Mickey Moskowitz, Director, Emerson College Library, 10 Beacon Street, Boston 02116; (617) 552-8670, ext. 101; MMSKOWITZ@EMERSON.EDU.

- 26-27: Non-traditional education.** "The Pathways to a Degree: Using Today's Technologies to Open the College." world Annenberg/CPE Project, Millville State University, Starkville, Miss. Contact: Robert B. Leifer, Dean, Millville State University, P.O. Drawer 501, Millville, Miss. 39562-5011; (601) 325-3471.
- 26-28: Administration.** "The Trick to Being in Charge." annual conference of community college chairs and presidents, National Community College Academy, Phoenix. Contact: (602) 817-7304.

- 26-28: Aesthetics.** Division meeting, American Society for Aesthetic Education, Anaheim-on-Island, N.J. Contact: (914) 758-6822, ext. 270.
- 26-28: Assessment.** National conference on outcomes assessment, Montclair State University, Montclair, N.J. Contact: (201) 891-2000.

- 26-28: English.** Annual spring conference, National Council of Teachers of English, National Council of Teachers of English, 1111 Kenilworth Avenue, Urbana, Ill. 61801; (217) 328-1200.
- 26-28: Higher education.** "Retrieving a Vision: Projecting a Future: Residential College in the 21st Century." international conference on residential college and living/learning centers, North Carolina State University, Raleigh. Contact: Dean of the College, Northeast Missouri State University, Kirksville, Mo. 63501; (816) 785-4122, fax (816) 785-1181.

- 26-28: Higher education.** "Lungston: The Man and the Writer." conference on Language Teaching, Lincoln University and National Endowment for the Humanities, Lincoln University, Pa. Contact: (215) 932-8300, ext. 201.
- 26-28: Languages.** Annual meeting, Southwestern Association for Language Teaching, San Antonio. Contact: Jan Herrera, 10734 Tun-tun, Northridge, Cal. 91323; (303) 452-2300.

- 26-28: Media.** Regional colloquium, Association for Education in Journalism and Mass Communication, Stone Mountain, Ga. Contact: Wallace B. Eberhard, Department of Journalism, University of Georgia, Athens, Ga. 30602; (404) 542-3030 or Greg Bailey, Department of Communication, Georgia State University, Atlanta 30303; (404) 651-3200.
- 26-28: Post box.** "The Pearl S. Buck Centennial Symposium: Building Bridges Between Asia and America." Randolph College, Lynchburg, Va. Contact: (804) 846-9689.

- 26-28: Community colleges.** National conference of community college chairs, National Community College Chair Academy and Maricopa Community Colleges, Scottsdale, Ariz. Contact: Gary L. Fleenor, Executive Director, Maricopa Community College, 103 West Southern Avenue, Mesa, Ariz. 85202; (602) 461-7304, fax (602) 461-7806.
- 26-28: Personnel.** "Benefits Update." professional-development program, College and University Personnel Association, Omni Netherland Plaza Hotel, Cincinnati. Contact: Lucia Cretella or Karen Simon, (202) 429-0311, ext. 6.

- 26-28: Science.** "Physical Cosmology." colloquium, National Academy of Sciences, Irvine, Cal. Contact: (202) 334-3138 or Roberta Bernstein, (312) 702-0020.
- 26-28: Cultural studies.** "Textual Technology: Text, Image, and History—A Conference on the History of Culture and the Technical Means of Production." Texas A&M University, College Station, Tex. Contact: Jeffrey N. Cox, Interdisciplinary Group for Historical Literary Study, Department of English, Texas A&M University, College Station, Tex. 77843; (409) 845-3451.

- 26-28: Higher education.** "Re-Forming the Mind: Principles, Practices, and Politics." regional conference, Association of American Colleges, Chicago. Contact: Thomas Leavens, Associate Director of Programs, aac, 1818 R Street, N.W., Washington 20009; (202) 387-3760.
- 26-28: Business officers.** "OMA A-133." workshop, National Association of College and University Business Officers, Kansas City, Mo. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

- 26-28: Business and philosophy.** Meeting, International Society of Business, Economics, and Ethics, Columbus, Ohio. Contact: Richard De George, Philosophy Department, University of Kansas, Lawrence, Kan. 66045.
- 26-28: Health.** "Residence-Hall Safety and Security." workshop, Association of College and University Housing Officers International, Minneapolis. Contact: Mary Ann Rehnke, c/o, Suite 200, One Dupont Circle, Washington 20036; (202) 466-7230.

- 26-28: Humanities.** "The Call of Stories: The Power of Narrative in Teaching, Learning, and Assessment." annual conference on teaching practices in humanities, Leadership Institute for Continuing Professional Education, Harvard University and Pennsylvania State University, Cambridge, Mass. Contact: (617) 495-3572.
- 26-28: Higher education.** "Assessment and Curriculum Reform." conference, George Mason University, Virginia Beach. Contact: (703) 953-2990.

- 26-28: Music.** Regional colloquium, Association for Education in Journalism and Mass Communication, Stone Mountain, Ga. Contact: Wallace B. Eberhard, Department of Journalism, University of Georgia, Athens, Ga. 30602; (404) 542-3030 or Greg Bailey, Department of Communication, Georgia State University, Atlanta 30303; (404) 651-3200.
- 26-28: Post box.** "The Pearl S. Buck Centennial Symposium: Building Bridges Between Asia and America." Randolph College, Lynchburg, Va. Contact: (804) 846-9689.

- 26-28: Community colleges.** National conference of community college chairs, National Community College Chair Academy and Maricopa Community Colleges, Scottsdale, Ariz. Contact: Gary L. Fleenor, Executive Director, Maricopa Community College, 103 West Southern Avenue, Mesa, Ariz. 85202; (602) 461-7304, fax (602) 461-7806.
- 26-28: Personnel.** "Benefits Update." professional-development program, College and University Personnel Association, Omni Netherland Plaza Hotel, Cincinnati. Contact: Lucia Cretella or Karen Simon, (202) 429-0311, ext. 6.

- 26-28: Science.** "Physical Cosmology." colloquium, National Academy of Sciences, Irvine, Cal. Contact: (202) 334-3138 or Roberta Bernstein, (312) 702-0020.
- 26-28: Cultural studies.** "Textual Technology: Text, Image, and History—A Conference on the History of Culture and the Technical Means of Production." Texas A&M University, College Station, Tex. Contact: Jeffrey N. Cox, Interdisciplinary Group for Historical Literary Study, Department of English, Texas A&M University, College Station, Tex. 77843; (409) 845-3451.

- 26-28: Higher education.** "Re-Forming the Mind: Principles, Practices, and Politics." regional conference, Association of American Colleges, Chicago. Contact: Thomas Leavens, Associate Director of Programs, aac, 1818 R Street, N.W., Washington 20009; (202) 387-3760.
- 26-28: Business officers.** "OMA A-133." workshop, National Association of College and University Business Officers, Kansas City, Mo. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

- 26-28: Business and philosophy.** Meeting, International Society of Business, Economics, and Ethics, Columbus, Ohio. Contact: Richard De George, Philosophy Department, University of Kansas, Lawrence, Kan. 66045.
- 26-28: Health.** "Residence-Hall Safety and Security." workshop, Association of College and University Housing Officers International, Minneapolis. Contact: Mary Ann Rehnke, c/o, Suite 200, One Dupont Circle, Washington 20036; (202) 466-7230.

- 26-28: Humanities.** "The Call of Stories: The Power of Narrative in Teaching, Learning, and Assessment." annual conference on teaching practices in humanities, Leadership Institute for Continuing Professional Education, Harvard University and Pennsylvania State University, Cambridge, Mass. Contact: (617) 495-3572.
- 26-28: Higher education.** "Assessment and Curriculum Reform." conference, George Mason University, Virginia Beach. Contact: (703) 953-2990.

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Coming Events

Continued From Preceding Page

30-April 2: Computers. Symposium on parallel processing. Association of Computing Machinery and other sponsors. Beverly Hills, Cal. Contact: Larry Carter, Computers Systems Approach Inc., Suite 11, 1140 South Raymond Avenue, Fullerton, Cal. 92631; (714) 738-3414.

30-April 3: Science education. Conference on science education. Gordon Research Conferences, Doubletree Hotel, Ventura, Cal. Contact: Gordon Research Center, University of Rhode Island, Kingston, R.I. 02881-0801; (401) 783-4011 or (401) 783-3372, fax (401) 783-7644.

31-April 1: Student recruitment. "Recruiting the Adult Student," workshop. Council for Advancement and Support of Education, Chicago. Contact: (202) 328-5900.

31-April 4: Social issues. "The Voyage

Into the 21st Century: Education, Employment, Diversity, and Partnership," annual conference. 88-Jobs for Progress International, Dallas. Contact: Joe R. Campos or Daniela Kato, (214) 541-0616.

Deadlines

A symbol (M) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

April 1: Community service. Applications for two-year fellowships under the Southern Community Partners Program. Contact:

Southern Community Partners Program, (919) 683-1840.

April 1: Engineering and government. Applications for participation in the American Society of Mechanical Engineers' Federal Government Fellowship Programs, in which fellows work with the staff of a Congressional committee, U.S. Senator or Representative, in the White House Office of Science and Technology Policy, or in the U.S. Commerce Department's Technology Administration during 1993-94. Contact: Pamela Roznowy, (202) 783-3756, fax (202) 429-9417.

April 1: Research libraries. Applications for summer internships for graduate students in the humanities or social sciences who are interested in careers as archivists or librarians in special-collections research libraries. Contact: Beth Corroll-Horrocks, Assistant Librarian and Manuscript Librarian, American Philosophical Society Library, (215) 440-1409.

April 18: Engineering and science. Applications for resident, cooperative, and post-

doctoral research associateships at residence at federal agencies or research institutions. Contact: Association of Engineering and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington 20540; fax (202) 334-2759.

April 18: German studies. Applications for fellowships for resident summer research. Contact: American Institute in Germany, 3000 North 17th Street, Suite 300, Arlington, Va. 22209; (703) 913-9312.

April 18: Health physics. Applications for limited technical areas for awards in research in applied health physics. Contact: Health Physics Faculty Research Office, Pennsylvania State University, University Park, Pa. 16802; (814) 863-7600, ext. 728.

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CONFERENCES, WORKSHOPS, CALLS FOR PAPERS

CREATE, SHARE & SHIFT YOUR PARADIGMS!
ATTEND:

TEACHERS AS LEARNERS
MODEL PARADIGMS FOR FACULTY DEVELOPMENT

International Faculty Development Conference

June 28 - 30, 1992

Vail, Colorado

Sponsored By:

Community College of Aurora, Colorado (CCA),
NISOD and NCSPD

Conference Highlights:

- Innovative faculty development initiatives
- Comprehensive ongoing models
- Critical thinking and ethics projects
- Adjunct faculty development
- Interdisciplinary & across-the-curriculum programs

For Registration Information, Contact:

CCA Conference Coordinators
(303) 337-2077

9 am - 5 pm Mountain Time

CALL FOR PAPERS

School of Visual Arts Sixth Annual

NATIONAL CONFERENCE
ON LIBERAL ARTS
AND THE
EDUCATION OF ARTISTS

October 15-17 - The Drake Hotel - New York City
Registration \$225, After September 24, \$235

THIS conference will provide a national forum for the exchange of ideas and information on the role of liberal arts in the education of artists. Participants are invited from art colleges, universities and other institutions that have an interest in educating artists. A wide variety of topics are welcomed including the role of liberal arts in the education of artists; art programs in a university context; art students and their educational needs; teachers and teaching; academic areas (e.g. sociology, psychology, history, etc.) and art education; liberal arts and art careers; administrative issues as well as other topics. In particular, the conference welcomes papers that focus on art as one of the liberal arts.

Please forward a 200 word abstract as well as publication-ready 50 word abstract by April 19, 1992 to:

Laurie Johnenning, Humanities and Sciences Department

School of Visual Arts, 200 East 23rd Street

New York, NY 10010-3994 (212) 679-7350 ext 441, FAX (212) 725-3587

CALL for PAPERS

"Value in American Wildlife Art" Forum

Roger Tory Peterson Institute

Jamestown, New York • September 18-20

The Roger Tory Peterson Institute of Jamestown, New York, is seeking papers for a session, "Where Does Wildlife Art Go from Here?" This session will be part of a national forum entitled "Value in American Wildlife Art."

For the past four years, the Roger Tory Peterson Institute has sponsored an annual forum to explore important contemporary issues associated with nature studies and nature education. In this tradition, the Institute is pleased to sponsor this session. The session will be devoted to the study of nature, and because wildlife art is an integral part of this understanding, the Institute designated wildlife art as the general topic of its 1992 forum. Like previous forums, this one will be directed toward identifying and articulating value in nature study and education. As a means of providing focus as well as celebrating America's quinquennial, this forum will deal specifically with American wildlife art. The forum is held in conjunction with the 32nd annual exhibition of the Society of Animal Artists, Inc.

The session "Where Does Wildlife Art Go from Here?" will consist of four papers, each twenty minutes in length, followed by questions and discussion. The Institute welcomes submission of abstracts for consideration.

Applications should include a cover sheet listing the full name and affiliation of the speaker as it will be listed in the printed program, speaker's mailing address, home and office telephone numbers, curriculum vitae, and three complete copies of a one- to two-page typed, double-spaced abstract.

Deadline for submission of manuscripts is May 31, 1992. If accepted, notification will be mailed by July 15, 1992.

Direct materials and inquiries to:
Dr. William Sharp, Director of Education Programs
Roger Tory Peterson Institute, 110 Marvin Parkway
Jamestown, New York 14701 • 716/665-2473 FAX 716/665-3794

CHAIRING THE ACADEMIC DEPARTMENT

A Workshop for
Deans, Division & Department Chairpersons

June 23-26, 1992
Radisson Park Terrace Hotel
Washington, D.C.

In this workshop chairs will learn how to effect change, deal with day-to-day issues and provide more effective leadership for their department or division.

General Session topics include:

- Roles & Responsibilities of the Chair
- Departmental Planning
- Resource Management
- Faculty Evaluation
- Issues of Change

REGISTER EARLY AND SAVE

For further information write or call:

Department Leadership Program
American Council on Education
One Dupont Circle-Suite 873 • Washington, D.C. 20036
(202) 939-9415

AMERICAN COUNCIL ON EDUCATION

One Dupont Circle • Washington, D.C. 20036

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11/11/92, Colorado Women's College

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April 18: Communal societies. Proposals on the theme "Utopian Communities: Rural and Urban Patterns of Settlement and Life," for possible presentations at the annual conference of the Communal Studies Association, to be held in October in Nantux, Ill. Contact: Robert Sutton, Department of History, Western Illinois University, Macomb, Ill. 61455; (319) 298-1053.

April 18: Communication. Proposals on the theme "Change, Diversity, and Communication," for possible presentations at the annual convention of the Florida Communication Association, to be held in October in Key Biscayne, Fla. Contact: Becky Mulvaney, Department of Communication, Florida Atlantic University, Boca Raton, Fla. 33431.

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Carolina, Division of Continuing Education, Suite 200, 400 Assembly Street, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-3264, fax (803) 777-9371.

Cultural studies. Proposals on the theme "The Americanization of Culture," for possible presentations at a conference, to be held in September in Swansea, Wales. Contact: Candida Hepworth, American Studies Centre, University of Wales, Swansea SA2 8PP, Wales, United Kingdom; fax (011) 44-792-393719.

Engineering. Proposals on the theme "The Future of Precision Engineering and Mechanisms in Teaching, Research, and Application," for possible presentations at an international symposium, to be held in September in Vienna. Contact: Mark Fritz, Department of Precision Engineering and Mechanisms, Technical University of Vienna, Gusshausstrasse 27, A-1040 Vienna.

Elites. Proposals for articles for publication in *The Journal of Information Ethics*. Contact: Robert Hauptman, Editor, *The Journal of Information Ethics*, St. Cloud State University, St. Cloud, Minn. 56301; (612) 255-4832.

Minorities. Proposals on the theme "The Minority Student Today: Recruitment, Retention, and Success," for possible presentations at a conference, to be held in October in San Antonio, Texas. Contact: Minority Student Today Conference, University of South Carolina, Division of Continuing Education, Suite 200, 900 Assembly Street, Columbia, S.C. 29208; (803) 777-9444 or (803) 777-3264, fax (803) 777-9371.

Non-profit organizations. Proposals for possible presentations at the annual conference of the Association for Research on Nonprofit Organizations and Voluntary Action, to be held in October and November in New Haven, Conn. Contact: Arthur R. Route 2, Box 696, Pullman, Wash. 99163.

Religious studies. Proposals for possible presentations at the annual conference of the North Carolina Religious Studies Association, to be held in October in Winston-Salem, N.C. Contact: Herman Thomas, Department of Religious Studies, University of North Carolina, Charlotte, N.C. 28223; (704) 547-5394, or Jon Young, College of Arts and Sciences, Fayetteville State University, Fayetteville, N.C. 28401-4298; (919) 486-1681.

MISCELLANY

March 21: Non-profit sector. Proposals to conduct empirical research on the commercial activities of non-profit corporations. Contact: Laura Landy, Director, Initiative on Nonprofit Entrepreneurship, Center for Entrepreneurial Studies, New York University, 90 Trinity Place, New York 10006.

March 31: Administration. Doctoral dissertations accepted between July 1, 1990, and June 30, 1991, focusing on crucial issues in the administration of institutions of higher education for consideration for awards from the American Association of University Administrators. Foundation. University Administrators Foundation, University of Pittsburgh, Pittsburgh 15260; (412) 648-1556.

April 1: Folklore. Monographs published within the past two years for consideration for the Chicago Folklore Prize. Contact: Department of Germanic Languages and Literatures, University of Chicago, (312) 707-8494.

April 23: Facilities. Applications for new awards under the College Facilities Loan Program. Contact: John D. Adams or Anne S. Young, Department of Education, 400 Maryland Avenue, S.W., Room 3022, 200-3, Washington, 20002-5339; (202) 708-9417 or (202) 708-9421. (For further information, see *Federal Register*, February 6, Page 4,686.)

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